

3000.6B

TRAINING

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December 11, 1974

**DEPARTMENT OF TRANSPORTATION  
FEDERAL AVIATION ADMINISTRATION**

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Initiated By: ATR-300

## RECORD OF CHANGES

**DIRECTIVE NO.**

3000.6B

[illegible]

## FOREWORD

1. PURPOSE. This Order establishes Federal Aviation Administration training policy, procedures, and program standards, and assigns responsibility for training and training evaluation.
2. DISTRIBUTION. This Order is being distributed to the Branch level in Washington Headquarters, Regions, and Centers; and to all field offices and facilities.
3. CANCELLATIONS.
  - a. Handbook 3000.6A, Training.
  - b. Order 3000.8A, New Equipment and Facilities for Training.
  - c. Order 3155.2, Administrative Information and Instructions for Long-Term Development Programs.
  - d. Order 3160.1, On-the-Job Training Techniques Course, TD-107.
4. APPLICABILITY. This Order applies to the training of both FAA and non-FAA individuals. However, training under the Controller Second Career Act (P.L. 92-297) is regulated in FAA Order 3410.11. This Order is not intended to apply to that training except as Order 3410.11 may incorporate provisions by reference, or except for certain provisions for the administration and evaluation of the program.
5. ORGANIZATION. The Order is organized into chapters dealing with the major aspects of training. Chapters for which space has been reserved will be added as they are completed.
6. CHANGES TO THIS ORDER. The Director of Personnel and Training may approve changes to this Order which involve forms or reports, the appendices, or those concerned with program guidance, evaluation, and control of National training policy, standards, procedures, and systems used in the operation of FAA training programs. All such changes will receive coordination and concurrence by the offices and services concerned on items having an impact on their operations.
7. - 99. RESERVED.

  
James E. Dow  
Deputy Administrator

**CHANGE****DEPARTMENT OF TRANSPORTATION  
FEDERAL AVIATION ADMINISTRATION**

3000.6B CHG 4

1-14-86

SUBJ: TRAINING

1. PURPOSE. This change transmits new Chapter 16, Special Airway Facilities Considerations.
2. EXPLANATION OF CHANGES. This change is added to clarify and establish requirements and procedures for field training previously limited by paragraph 210 of this order. It provides field training guidance for Airway Facilities personnel and sets forth the requirements and factors which are to be used in determining how and if field training methods should be used. It also outlines responsibilities and procedures of the involved organizations for approval of field training to insure that centralized training will not be duplicated.
3. DISPOSITION OF TRANSMITTAL. This transmittal sheet shall be retained until it is superseded by a new change, a revision of the basic directive, or canceled by a new directive.

## PAGE CONTROL CHART

Remove Pages	Dated	Insert Pages	Dated
		v	8/26/80
v thru viii	8/26/82	vi thru viii	1/14/86
111(thru 120)	12/11/74	111 thru 113 (thru 120)	1/14/86



E. V. Curran

Director of Personnel and Technical Training

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**CHANGE****DEPARTMENT OF TRANSPORTATION  
FEDERAL AVIATION ADMINISTRATION**

3000.6B CHG 2

8/26/80

Cancellation  
Date: Retain**SUBJ: TRAINING**

**PURPOSE:** This change deletes the following chapters: Chapter 3, Documenting Job Functions for Training Program Development; Chapter 4, Training Proposal; and Chapter 5, Training Plan.

In lieu thereof, a new Chapter 18, Establishing Training Courses/Programs -- FAA Academy Conducted or Arranged Training, is being transmitted which describes a simplified training proposal/training development plan/instructional program process for the planning and development of FAA Academy conducted or arranged training. In addition, a new Chapter 19, Establishing Training Courses/Programs -- Other Than FAA Academy Conducted or Arranged Training, is being transmitted which continues without change the procedures formerly contained in the deleted chapters which have been adapted for use in the planning and development of only non-FAA Academy training.

The modified procedures for FAA Academy conducted or arranged training will be tested for one year before they are established on a permanent basis.

**PAGE CONTROL CHART**

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iii	12/11/74	iii thru viii	8/26/80
iv	12/4/78		
v	12/11/74		
vi	12/4/78		
vii	12/11/74		
17 thru 35	12/11/74	131 thru 172	8/26/80
36 thru 38-1	12/4/78		



DONALD B. ROCK  
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FEDERAL AVIATION ADMINISTRATION

3000.6B CHG 1

12/4/78

Cancellation  
Date: Retain

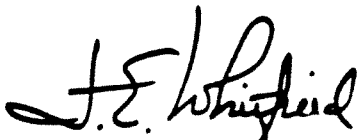
TOAN CDP

SUBJ: TRAINING

This change separates prerequisites for training courses into two categories to differentiate between prerequisites which consist of other FAA courses or examinations, and the other various requirements necessary to satisfactorily complete a course. In addition, in line with the separation of prerequisites into two categories, it separates the authority to grant waivers of prerequisites into two categories. It also clarifies the process for revising existing training courses.

## PAGE CONTROL CHART

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iii thru vi	12/11/74	iii	12/11/74
		iv	12/4/78
		v	12/11/74
		vi	12/4/78
35 and 36 (thru 38)	12/11/74	35	12/11/74
		36 thru 38-1	12/4/78
57 thru 60	12/11/74	57 thru 60	12/4/78
121 (thru 130)	12/11/74	121 (thru 130)	12/4/78



F. E. WHITFIELD

Director of Personnel and Training

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## CHAPTER 1. AUTHORITIES AND GENERAL POLICY

101. STATUTORY AND REGULATORY AUTHORITIES.

- a. Section 313(d), Training Schools, Federal Aviation Act of 1958, as amended, 49 U.S.C. 1354(d).
- b. Chapter 410, Employee Development, Federal Personnel Manual.
- c. Chapter 271, Subchapter 7, Training Agreements, Federal Personnel Manual.
- d. Chapter 41, Training, Government Organization and Employees, Public Law 89-554, 5 U.S.C.
- e. Title 49 CFR, Part 1, Organization and Delegation of Powers and Duties.
- f. Executive Order 11348, 5 U.S.C. 4103, Note.
- g. Title 5 CFR, Part 410, Training.

102. GENERAL POLICIES. In conformance with the statutory and regulatory issuances cited in paragraph 101., and subject to their provisions and limitations, the Federal Aviation Administration has adopted the following basic policies. These policies apply broadly to all FAA training programs and activities. Special policies of limited application are furnished in specific directives, as applicable.

- a. Purpose and Scope of Training. In order to promote efficiency and economy, provide for the development of maximum proficiency of employees, maintain the highest standards of performance, and install and utilize effectively the best modern practices and techniques, it is deemed necessary and desirable in the public interest that the self-education, self-improvement, and self-training of agency employees be supplemented and extended by agency-sponsored programs. Agency-sponsored programs are restricted to the training of employees in the performance of their official duties, and training, which is not otherwise available, for the development of specialized skills, knowledges, and abilities necessary for the performance of their official duties. Agency training programs shall be designed to lead to improved public service, dollar savings, and the building and retention of a permanent cadre of skilled and efficient employees, well abreast of scientific, professional, technical, and management developments both in and out of Government. Other essential goals include lowering the personnel turnover rate, achieving reasonably uniform administration of training consistent with the mission of the FAA,

and ensuring fair and equitable treatment of FAA employees with respect to training.

In all aspects of the training program, all official actions shall be performed in full accordance with the letter and spirit of the Constitution and applicable laws, regulations, and policies, in such a manner as to assure equality of opportunity and avoid even the appearance of discrimination because of race, color, religion, sex, or national origin.

- b. Definition of Official Duties. For purposes of this Order, official duties means those authorized agency duties which an employee is currently performing, or those which he would reasonably be expected to perform in the future. This includes potential duties in a different job at the same or higher level than the one currently held by the employee.
- c. Relating Training Programs to Employee Development Needs.
  - (1) Training plans of the Federal Aviation Administration may include programs designed to prepare employees for greater responsibilities or for particular positions, occupations, or trades so as to enhance their utility to the agency. Programs of this kind will give consideration to:
    - (a) Employee aspirations and potential.
    - (b) Present or anticipated career opportunities in the agency.
    - (c) Use of non-Government facilities, as well as agency and interagency training facilities.
  - (2) When training is given primarily to prepare employees for advancement and is required for promotion (that is, an employee is not eligible for promotion unless he has completed the training), selection for the training will be made under competitive promotion procedures. See Handbook 3330.1A, Merit Promotion Program.
  - (3) All requests for training will be carefully scrutinized to assure that the overall contents and objectives of the programs or courses relate to employees' current official duties, or to the anticipated mission-related assignments of employees. In addition, officials authorized to approve training will consider all requests in relation to their overall training needs and priorities. Other judgmental considerations will be the availability of training funds and other resources, and the agency's ability to use the successful trainees.

- d. Interagency Training. The agency's training programs shall provide for making agreements with other departments and agencies, on a reimbursable basis, for the utilization of their training programs, and for permitting their employees to participate in the training programs of the FAA. FAA training programs are designed primarily for FAA employees. However, applicants from other departments and agencies will be accepted on a space-available basis, subject to the prior approval of the organization conducting the training. Policy and procedures for the recovery of costs of training non-FAA personnel are set forth in FAA Order 2500.41A.

The FAA will inform the Civil Service Commission, and such other departments as it believes may be especially concerned, of new, different, or particularly successful training practices or materials which it develops or acquires, considers to be of probable interest to others, and is able to share with others.

- e. Training Through Non-Government Facilities. As required, the FAA shall enter into agreements, or make other appropriate arrangements, for the training of its employees by, in, or through non-Government facilities. Individual employee programs of study in non-Government facilities may be approved if they comprise a series of courses leading to a developmental goal. An approved program of study may include individual courses which, when viewed without reference to the total program, would ordinarily not be approved.
- f. Premium Pay During Training. Premium pay during training is generally prohibited, and payment may only be made under exceptions specified in governing regulations. Supervisors shall exercise extreme care on this subject and consult FAA directives on pay administration for current information before authorizing premium pay during training. These directives describe conditions and circumstances under which premium pay during training is permitted. Whenever necessary, supervisors should also obtain assistance from their Personnel Officers who are familiar with the exceptions which have been granted, and can assist in applying these exceptions to operational situations.
- g. Attendance at Meetings Other Than For Training. Agency Orders 1210.4 and 1210.7A establish policy governing official attendance by FAA personnel at meetings and conventions of organizations outside the agency, and prescribe the criteria which must be met before travel to such meetings will be at Government expense. In addition, FAA Orders 1000.8C and 3300.6B prescribe agency policy governing attendance at segregated facilities or meetings. Paragraph 41. of Order 3300.6B dated 5/25/73 states: "An FAA employee shall not knowingly attend or participate, as a representative of the agency, or authorize another to so act as a representative, in any event, meeting, or organized activity conducted at a public or non-public facility if the facility or sponsoring organization practices discrimination based on race, color, religion, sex, or national origin."

The criteria and procedures in these agency directives shall be applied in situations involving employee participation in and attendance at outside meetings for training purposes.

Supervisors shall make careful determination as to whether a meeting is for training purposes. This shall be done by identification of the objectives of the meeting in terms of meeting "outcomes." Outcomes will be clear, concise statements of what the attendee will be able to do, or do better as a result of his attendance at the meeting. These statements shall be expressed in measurable terms and be job function oriented. Only when a meeting is clearly determined to be for training purposes shall expenses therefor be charged to "Training" costs.

- h. Selection of Employees for Training. Nomination of employees for training is a supervisory responsibility and shall be accomplished through organizational channels. Final approval of an individual for a particular course shall be made by the organizational segment conducting or arranging the training, e.g., the Director of Personnel and Training, or a designee, for courses conducted or arranged by that office or a component of it; Regional and Center Directors, or designees, for courses conducted or arranged by a Region or Center; the Superintendents of the FAA Academy and the Management Training School, or their designees, for courses conducted or arranged by those training centers; and the Director, Transportation Safety Institute, or his designee, for courses conducted or arranged by the Institute.

In the selection of employees for training there shall be no discrimination with respect to race, color, religion, sex, or national origin.

When training through either Government or non-Government facilities is to be given to some but not all employees in a given occupational or organizational group or level, the following factors are to be considered in selecting from among those who might be trained:

- (1) The relative degree of the employees' need for training.
- (2) The relative potential of employees for advancement.
- (3) The relative extent to which employees' knowledge, skills, attitudes, or performance are likely to be improved by training.
- (4) The relative ability of employees to pass the training on to others upon return to the job.

- (5) The relative length of time, and degree to which the agency expects to benefit from the employees' improved knowledge, skill, attitudes, and performance.
- (6) Training opportunities previously afforded employees by the agency.
- (7) The employees' own interest in, and efforts to improve their work.
- (8) The employees' qualifications in relation to established prerequisites set forth in the FAA Catalog of Training Courses, and special course announcements.

In the interest of safety, agency officials responsible for selecting and/or approving individuals for aircraft operations in courses involving pilot training must insure that such persons possess currently valid licenses and certificates required by course prerequisites which allow them to operate the aircraft to be used in the flight training portion of the course.

- i. Minimum Attendance Required. In all courses of 15 hours or more duration, which do not require attaining a passing grade by examination for satisfactory completion, in addition to satisfactory performance and achievement of objectives, an employee shall be present at least 80 per cent of the time the program or course is in session in order to be considered to have completed the training program or course satisfactorily, and to be eligible to receive a certificate of training.
- j. Career Protection for Employees Who Serve Tours of Duty as Instructors. Personnel should be encouraged to accept instructor duty assignments in their respective subject fields. Instructors at the FAA Academy and other technical training locations are to be drawn from the major operational activities of the agency, such as Air Traffic Control, Airports Engineering, Airway Facilities Maintenance, and Flight Standards.

The agency's position is that such duty furthers an employee's technical knowledge and understanding and develops his abilities in communications, work organization, group dynamics, and other important aspects necessary for higher level responsibilities. Therefore, it is agency policy that every reasonable effort be made to keep up-to-date the appropriate career field knowledges and proficiencies of employees while they are serving tours of duty as instructors. Such time served as an instructor shall be considered to greatly enhance an employee's career progress and opportunities, and all parties concerned shall cooperate fully to enable such employees to return to work in their subject fields without loss to the employees. The FAA directives on administrative return rights and the selection and training of FAA Academy instructors should be consulted.

12/11/74

In encouraging employees to accept instructor duty, the duration of such assignment should be considered. Duration should be related to the importance of recency of field experience in the instructor duty, and to the requirement for the individual to maintain his own proficiency in his technical field. As a matter of policy, to the extent of available funds, the Academy should program and schedule periodic field refresher training for its instructor personnel where appropriate to maintain their technical skills.

k. Evaluation of Training. Training evaluation plans shall meet or exceed the minimum provisions of Civil Service Commission Regulations. Plans shall provide, as a minimum, for evaluating:

- (1) The extent to which specific training courses or programs produce the changes they are intended to produce in employee knowledge, skills, attitudes, and performance.
- (2) The extent to which the training courses or programs that are provided cover the areas of greatest need.
- (3) Any need for modification in the coverage or conduct of such training courses or programs.
- (4) The extent to which training courses or programs meet the requirements of the EEO Act of 1972 (P.L. 92-261).

Evaluation should be based on the most adequate information available within the limits of administrative practicality. Such information should ordinarily be sought at various levels in the organization, e.g., from trainees themselves, their supervisors, their subordinates, the trainers, and other appropriate line and staff offices. Agency Training Officers are professionally equipped to design and administer training evaluation plans, and should be consulted for assistance.

103. FAA CERTIFICATE OF TRAINING. An FAA certificate of training shall be issued by the activity providing the training to each trainee who satisfactorily completes a training course of eight (8) hours or more in length conducted or sponsored by the FAA. A duplicate copy of the certificate shall be placed in the trainee's official personnel folder. No exceptions to this policy are authorized except as provided in paragraphs 1004, 1403, and 1405 of this Order.
104. TRANSPORTATION SAFETY INSTITUTE. With regard to the Transportation Safety Institute, this Order refers only to the training conducted in response to proposals from the FAA in support of the FAA mission. Training conducted at the request of the Office of the Secretary or other modal agencies is not subject to the provisions of this Order.
105. - 199. RESERVED.

## CHAPTER 2. RESPONSIBILITIES

201. PROGRAM OBJECTIVE. The objective of the agency training program is to develop, improve, and increase the knowledge and skills, and to develop and improve the attitudes, of employees in order to increase economy and effectiveness in the operation of the agency and to raise the quality of performance by employees of their official duties to the maximum possible level of proficiency.
202. OFFICE OF PERSONNEL AND TRAINING. The Office of Personnel and Training serves as the principal organization of the FAA for the development, issuance, guidance, evaluation, and program control of training policy, standards, procedures, and systems used in the operation of FAA training programs. The Director of Personnel and Training is responsible for developing and recommending overall training management policies, programs, standards, systems, and procedures for the full range of agency training activities. He provides advice to the Administrator, the Associate Administrator for Administration, and other FAA officials on training, and is responsive to operating elements of the agency for the quality and effectiveness of all training programs. He develops long-range training plans in coordination with the Office of Aviation System Plans. Specific responsibilities and functions of the Director of Personnel and Training, as well as the Washington Headquarters training organization, are listed in FAA Handbook 1100.2, FAA Organization - FAA Headquarters.
203. OFFICES AND SERVICES. Heads of offices and services provide National training program guidance in their respective areas to the Office of Personnel and Training through submission of training proposals and review and approval of training plans from a technical and operational standpoint, and, when appropriate, assist in the development of training courses and materials. Development of training courses and materials is normally accomplished by the training center providing the training. However, in new, highly complex, or unusual situations, it may be necessary to obtain assistance and guidance from the appropriate office or service. They collaborate with the Office of Personnel and Training in justifying budgetary requests for FAA training staffs and materials, student travel and related items. They shall determine the operational effectiveness of training conducted within their functional areas. Significant information obtained in any evaluation will be reported to the Office of Personnel and Training to aid in training improvements. In addition, they shall:
- a. Develop and establish National standards and priorities within their respective program areas.
  - b. Determine training program requirements of personnel in their respective organizations, including field elements.

- c. Review and evaluate regional training requirements to ensure a balanced program within their areas of responsibility.
- d. Provide guidelines and standards to Regional Directors and the Directors of the Aeronautical Center and NAFEC to be used in determining training requirements in the specific Regional and Center functional areas for which offices and services have program responsibility.

NOTE:

- (1) The Office of International Aviation Affairs furnishes requirements and data for special courses or training programs for foreign nationals trained in agency facilities.
  - (2) The Director of Civil Rights is responsible for assuring adherence to the provisions of the Equal Employment Opportunity Act of 1972 in all training matters.
204. FAA ACADEMY. The FAA Academy provides training, as programmed by the Office of Personnel and Training for FAA employees and other Government and non-Governmental personnel. It provides technical advice and assistance in the management and programming of agency training requirements; administers that portion of the agency National out-of-agency training program assigned to it; and provides technical assistance and services, professional educational services, and assistance in training program evaluation to other organizational elements of the agency as specifically authorized by the Office of Personnel and Training. Specific responsibilities and functions of the FAA Academy are listed in paragraph 1535. of 1100.5, FAA Organization - Field.
205. MANAGEMENT TRAINING SCHOOL. The FAA Management Training School is the FAA's centralized source for developing and conducting supervisory and managerial training to meet FAA needs specified by the Office of Personnel and Training. It develops supervisory/managerial training materials used throughout the FAA; evaluates student accomplishments during training reporting the results to the student's organization; conducts studies to assess the quality of training; and provides advisory service on actions to help eliminate management deficiencies through personal development. Specific responsibilities of the Management Training School are prescribed in paragraph 1538. of 1100.5, FAA Organization - Field.
206. TRANSPORTATION SAFETY INSTITUTE. The Transportation Safety Institute, established under the Office of the Secretary of Transportation, develops and conducts (1) intermodal safety and security courses and seminars responsive to OST requirements in integrated transportation systems; and (2) modal safety and security courses and seminars responsive to the requirements of the requesting ele-



12/4/78

Cancellation  
Date: Retain

SUBJ: TRAINING

This change separates prerequisites for training courses into two categories to differentiate between prerequisites which consist of other FAA courses or examinations, and the other various requirements necessary to satisfactorily complete a course. In addition, in line with the separation of prerequisites into two categories, it separates the authority to grant waivers of prerequisites into two categories. It also clarifies the process for revising existing training courses.

## PAGE CONTROL CHART

Remove Pages	Dated	Insert Pages	Dated
iii thru vi	12/11/74	iii	12/11/74
		iv	12/4/78
		v	12/11/74
		vi	12/4/78
35 and 36 (thru 38)	12/11/74	35	12/11/74
		36 thru 38-1	12/4/78
57 thru 60	12/11/74	57 thru 60	12/4/78
121 (thru 130)	12/11/74	121 (thru 130)	12/4/78

F. E. WHITFIELD  
Director of Personnel and Training

Distribution: A-WXYZ-3; A-E-2; A-FOF-0 (Std)

Initiated By: APT-300

ments of DOT. The functions of the Institute are described in Order 1100.131B.

207. REGIONS, CENTERS, AND THE OFFICE OF PERSONNEL AND TRAINING. Within policy and guidance jointly provided by the Director of Personnel and Training and office and service directors, these organizations are responsible for the following:
- a. Training Program Management Officers. A Training Program Management Officer shall be designated as part of the operating Manpower Division. He will serve as the principal element of the office with respect to management, general, and technical training and, in this capacity, performs the following functions:
- (1) Provides management advisory service, assistance, and advice to regional managers at all levels and across organizational lines; serves as the primary source of specialized and detailed information.
  - (2) Identifies the need for and develops, in accordance with applicable laws and directives within and outside the FAA, standards, programs, procedures and guides that will be responsive to the needs of managers and other employees.
  - (3) Assures compliance with statutory and regulatory requirements and internal program standards.
  - (4) Participates in evaluating the effectiveness of training throughout the region and makes specific recommendations for improvement.
  - (5) Provides all operational and procedural services as prescribed by appropriate FAA and Civil Service Commission directives and as delegated by higher authority; takes timely actions; establishes and maintains all necessary records; prepares required reports; processes the necessary paperwork.
  - (6) Provides regional supervision and administrative management for the training phase of the Air Traffic Controller's Second Career Program, including supervision and management of training pool positions; provides counseling and guidance to employees in the program; establishes and maintains training agreements with employees in the program; and evaluates and maintains records and reports of the training activities of the program.

- (7) Provides detailed operational service to regional management as follows:
  - (a) Review, analysis, and consolidation of both the regional training requirements, including technical, management, and general training; and the regional training budgets.
  - (b) Fiscal management and administration of regionwide training funds.
  - (c) Review of the curricula, methods, instruction, testing, reporting, and record-keeping of all training, including technical training; determination as to whether training programs are in balance with stated and scheduled needs; recommendation of corrective action, as appropriate.
  - (d) Development or procurement of locally-needed training courses, as necessary when not available nationally, in conjunction with appropriate organizational elements.
  - (e) Management and general training in the region when not provided centrally.
- b. Regional and Center Divisions. These Divisions are responsible for the following functions:
  - (1) Providing regional training program guidance in their respective program areas to the regional Training Program Management Officer.
  - (2) Developing and recommending regional and division policies, standards, procedures, and guides necessary to effectively implement training programs within the division's program area.
  - (3) Assisting in the development of the course content and materials for technical training courses to meet needs peculiar to special conditions within the division's program area.
  - (4) Establishing guidelines for selecting personnel for training under the division's functional jurisdiction.
  - (5) Assisting in obtaining enrollments and participation in regional and National training programs.
  - (6) Assuring that training records are maintained, and that reports are prepared and submitted in accordance with National and regional requirements and procedures.

- (7) Conducting local training courses in accordance with regional and National policy.
  - (8) Evaluating the effectiveness of training in the division's functional area to determine the degree to which the training is resulting in improved job performance, and recommending or making improvements as appropriate; providing information gathered in these evaluations to the regional director through the Training Program Management Officer.
  - (9) Encouraging and assisting qualified personnel to accept instructor duty at the FAA Academy consistent with paragraph 102.j. of this Order.
- c. Washington Headquarters. For the organizational elements within its area of jurisdiction, the Manpower Operations Division of the Office of Personnel and Training is responsible for the following:
- (1) Evaluating all training and requirements for training.
  - (2) Developing training plans and programs to satisfy current and long-range needs.
  - (3) Providing guidance and staff assistance to management and employees on training matters.
  - (4) Conducting management and general training.

208. ALL SUPERVISORS. Supervisors shall:

- a. Define training needed through identification of knowledges, skills, and attitudes required of their employees.
- b. Assist employees to prepare for more comprehensive duties and responsibilities.
- c. Encourage their employees to improve their performance through systematic and continuous self-development.
- d. Provide for planned, scheduled, and systematic training of subordinates; conduct on-the-job training for employees; and assure that training is required and reasonable in cost.
- e. Assist in evaluating training provided to their personnel, whenever possible, by formally stating effectiveness of training received in improving performance.

- f. Counsel employees prior to the beginning of training with regard to agency policy, course objectives, desired course outcomes, employee attitudes, relationship of the training to the position, etc.
- g. Participate with employees in post-training counseling sessions to discuss training results and post-training assignments.
- h. Incorporate current training needs in employees' Performance Evaluation Records, and discuss those needs with each employee at least annually.

209. ALL EMPLOYEES. Employees should:

- a. Be alert to their own training needs and participate thoroughly and objectively in relating those needs to current job requirements and career development plans.
- b. Participate in self-development activities such as Directed Study programs, the Management Improvement Through Team Study program, etc.
- c. Actively participate in assigned training sessions and pre- and post-training counseling sessions.
- d. Evaluate training by providing sincere and frank comments to their supervisors on training received and its value to job functions by completing required course critiques, questionnaires, etc.

210. DUPLICATION OF TRAINING. Regions, Centers, and Washington Headquarters shall assure that training available on a centralized basis, i.e., at the FAA Academy, Management Training School, Transportation Safety Institute, and the Office of Personnel and Training, is not being duplicated within their jurisdictions unless specifically authorized by the Director of Personnel and Training with the concurrence of the office/service having the primary interest.

211. - 299. RESERVED.

## CHAPTER 3. DOCUMENTING JOB FUNCTIONS FOR TRAINING PROGRAM DEVELOPMENT

301. PURPOSE. This chapter describes various inventories and analyses of job functions, and provides information and guidance concerning their development and use in agency training programs.
302. SCOPE. Basic training documentation is required for use in the identification and verification of training needs, and to provide the basis for development and evaluation of training programs. Such training documentation may be established in three ways: (1) Job Training Standard, (2) Job Task Analysis, and (3) Job Function Analysis.
303. DEFINITIONS.
- a. Job Task Analysis contains a complete inventory of the job functions performed by a particular job specialty. Such an analysis is more detailed and specific than a Job Training Standard but does not establish levels for training. The use of a Job Task Analysis is not limited to training.
  - b. Job Training Standard contains an inventory of the job functions performed by a particular job specialty. These functions describe the various job tasks and their related knowledges and skills. Training levels are established for the various tasks in accordance with graduated scales of abilities and involvements. These levels should be included in the Training Proposal. A sample Knowledge and Skill Level Code Key which may be used is contained in Appendix 1 of this Order. Job Training Standards are primarily training documents and have limited value for any purpose other than training.
  - c. Job Function Analysis contains much less detail than a Job Training Standard or Job Task Analysis. Such analyses are based upon job functions, but they may be assembled by review of FAA directives, limited interrogation of field experts, and such expertise as may be available locally.
304. POLICY.
- a. A Job Training Standard or Job Task Analysis should normally be a part of any COMPLETE course development effort. (See Appendices 2 and 3 of this Order.)
  - b. A LIMITED or PARTIAL course development effort does not require development of a Job Training Standard or Job Task Analysis, nor is one always warranted. However, if either of these is available, it should be used. In situations where they are not available, a Job Function Analysis should be developed and used as the basic training documentation. Even though a LIMITED or PARTIAL course development is planned, it must be based upon "what does this job

specialty require in the way of skills and knowledges." (See Appendices 2 and 3 of this Order.)

- (1) As indicated in 303.c. a Job Function Analysis may be developed by review of FAA directives, limited interrogation of field experts, comparison with existing documentation in similar job functions, local expertise, or any combination of the above.
- (2) For National training programs, the Job Function Analysis may be developed in Washington by the appropriate office or service and the Office of Personnel and Training, or by the FAA Academy, FAA Management Training School, or Transportation Safety Institute, as appropriate. For regional programs, such analyses should be developed locally.

305. PROCEDURES.

- a. Job Task Analyses and Job Training Standards will be developed when appropriate and when mutually agreed-upon by the Office of Personnel and Training and the office or service of primary interest. The process will include:
  - (1) Establishing a team to make a survey and analysis with the concurrence of the agency activities concerned. Although the team structure may vary in certain situations, the team will normally consist of a representative(s) of the office or service concerned, the FAA Academy, FAA Management Training School, or Transportation Safety Institute, and the Office of Personnel and Training.
  - (2) Providing the team with pertinent available information concerning its assignment such as: time constraints, priority, format (Job Training Standard or Job Task Analysis), availability of similar documents (possibly outdated), travel fund availability, criticality, establishment of an initial meeting date for the team, etc.
- b. The analysis team will convene on a date mutually agreeable to the Office of Personnel and Training and the office or service or primary interest and, using the guidance provided under (2) above and its own initiative, will develop an overall plan for accomplishing the analysis. This plan will include but will not be limited to:
  - (1) The approach to be taken.
  - (2) The role of the team members.

- (4) Any problem areas foreseen.
- (5) Validation and approval procedures.
- (6) Provision for interim and final reports of the team.

Copies of this plan will be provided to the supervisors of the individual team members.

- c. Job Training Standards and Job Task Analyses should not be stereotyped. Different situations may call for different techniques and formats. Job Training Standards and Job Task Analyses are not new to the agency. This technique has been established in various degrees in the Airports, Defense Readiness, Instructor Development, Air Traffic, Airway Facilities, and Flight Standards training program areas. Copies of these documents are available at the FAA Academy and in the Office of Personnel and Training. Team members should be aware of and familiar with these previous efforts but should not necessarily tend to duplicate any of these documents in approach or format. The basic objective of the team should be to determine the skills or knowledges required to adequately perform the job specialty as efficiently and effectively as possible. Where it is appropriate and will help to avoid duplication of effort in task analysis, assistance may be obtained from classification organizations. However, it must be borne in mind, that in the context of this Order, these documents are meant to be used for training, not classification purposes.

306 - 399. RESERVED.



## CHAPTER 4. TRAINING PROPOSAL

401. PURPOSE. This chapter describes a Training Proposal, establishes the rationale for its use, analyzes its contents, and provides guidance for its preparation.
402. BACKGROUND. Well-planned and executed training may materially reduce costs through improved employee performance and correction of deficiencies. However, agency training must be subjected to the same cost/benefit analysis required of all agency programs. The lead time required for identification, acquisition, allocation, and training of personnel is usually equal to that required for the development, procurement, and installation of equipment, and the planning process is equally demanding of effort. The requirement for cost-effective training support makes it essential that early attention be given to programming, budgeting, and allocating necessary resources. Information affecting total numbers of personnel, procurement of training equipment and materials, and other ancillary requirements, must be incorporated into the planning and budget cycles as early as possible prior to operational introduction of the system, equipment, or program. To accomplish this purpose, the agency utilizes the Training Proposal and Training Plan process as a means of establishing the requirements, constraints, and specifications for the training to be established to meet the operational or management need.
403. POLICY. Proposals identifying training requirements should be based on analyses of operational or management problems, wherever they may occur in the agency, and should establish the framework for identifying specific training needs.
404. THE SUBMISSION PROCESS.
- a. Proposals for training may be submitted by any segment of the agency. Field elements should submit proposals through regional/center Training Branches to the appropriate office/service with a copy to the Director of Personnel and Training. Proposals submitted by the field should be as complete as possible, including the identified training need and a description of the problems for which the training is a proposed solution. Training Program Management Officers will work with regional divisions, as necessary, in preparing Training Proposals.
  - b. The Training Proposal is essentially a communication device serving as the basis for the establishment of the specification for the training, the Training Plan. Normally, the Training Proposal is forwarded from the originating office or service to the Director of Personnel and Training. Offices and Services receiving or originating proposals

should insure that they reflect valid agency training needs, contain office and service requirements, known requirements of other elements of the FAA, and anticipated non-FAA requirements, before forwarding them to the Director of Personnel and Training for action. Because of the critical nature of FAA training and the time pressure under which this training must frequently be developed and conducted, it is essential that the Training Proposal be developed as thoroughly and accurately as possible, with a minimum of delay. The originating office or service may develop the Training Proposal as indicated in paragraph 405. of this chapter, or it may enter into the development of the proposal as a joint effort with the Office of Personnel and Training. The latter is recommended for all major system acquisitions or modifications, and for complex and involved training programs. To achieve this method of Training Proposal development, a Training Proposal Conference will be convened, when necessary, as mutually agreed-upon by the Office of Personnel and Training and the originating office. Such a conference may include representatives of the office or service concerned, the Office of Personnel and Training, the FAA Academy, the Management Training School, etc., as may be appropriate. This will assure understanding and rapid processing of the proposal when forwarded by the originator to the Director of Personnel and Training. In every instance, technical judgments concerning the training requirements remain the responsibility of the originator, with the Office of Personnel and Training bearing the responsibility for assisting in clarifying the training need and insuring that any resulting Training Proposal meets the standards established in paragraph 405. of this chapter. The principal events to accomplish this planning are:

- (1) Identification of a need to plan for training programs and training support at the early stages of development or acquisition, and initiation of planning efforts.
- (2) Continuing exchange of information to enable timely planning and preparation of documentation suitable to the situation as development or acquisition progresses.
- (3) Continuing action to assess cost-effectiveness and programming funds, personnel, and material resources, where justified, in consonance with plans as they develop.
- (4) Convening of a Training Proposal Conference (if required and cost-effective), at one or more appropriate stages in the cycle, to ascertain a comprehensive course of action within the respective functional responsibilities to establish a training program and provide training support. For Training Proposals which have originated in the field, the Conference should include appropriate field representation.

405. TRAINING PROPOSAL CONTENT. Fully developed proposals for training will include the following information:

- a. Title. The title should be short and descriptive of the overall training need.
- b. Identification of the Training Need. Thoroughly analyze the deficiency for which training is the proposed solution. This analysis must be comprehensive enough to permit sound agency decisions about committing resources to design, develop, and conduct or contract for the proposed training. The analysis should include a statement of the probable consequences if the proposed training is not obtained.
- c. Training Outcomes. These specify the training product desired. They are specific and objective descriptions of job task performance desired as a result of training, the levels or standards of acceptable performance, and the conditions or limitations under which an employee will perform. In developing training outcomes, one of the following approaches should be used:
  - (1) Where a current Job Training Standard or Job Task Analysis exists, use the job tasks that are to be supported by the training in describing the performance standards and conditions of the training outcomes. Where a Job Training Standard or Job Task Analysis does not exist, develop one, if feasible.
  - (2) Where the development of a Job Training Standard or Job Task Analysis is not feasible, develop a Job Function Analysis of the job tasks and supporting knowledges which will define what the employees must know and be able to do, under what conditions.

NOTE: Chapter 3 of this Order provides definitions of the terms Job Training Standard, Job Task Analysis, and Job Function Analysis and basic guidance on the development of each, and describes their use in the development of a Training Proposal.

- d. Employee Skills Inventory. List any specific experience, education, and/or training prospective trainees will have, or the knowledges or skills they will possess. These are essential in aiding the design of an instructional system in which trainees can successfully participate.
- e. Number to be Trained. In order to define the quantitative scope, provide the estimated TOTAL number of persons who require the training. If feasible, the number should be identified by organization, specialty, and category of training.
- f. Training Completions Schedule. Of the total number to be trained, state the desired number of completions within a given time frame

(e.g., per quarter, per year, etc.) and the specific date for critical completions.

- g. Contact. List the name(s) of the individual(s) with whom the recipient of the proposal should work with regard to the required training.
- h. Other Pertinent Factors. List any other pertinent factors or considerations, such as cost, possible location and/or sources of training, priority, equipment desired and operational limitations and availabilities of training aids, devices, and equipment, that should be considered in developing the requested training. Specialized technical guidance or sources of information should also be included where appropriate and available.
- i. On-the-Job Evaluation. Indicate how employee achievement of training outcomes will be measured on the job. This is critical to the assessment of the validity of the training and the effectiveness of transfer of learning.

406. RESULTING ACTIONS.

- a. Training Proposals will be reviewed by the Office of Personnel and Training as to feasibility in terms of the agency's resources for providing the training. In reviewing Training Proposals for their adequacy, the Office of Personnel and Training will secure specialized expertise, if required, from any agency or outside source. The requesting organization will be provided with a Training Plan, or when appropriate, an Interim Training Plan, containing the design of the required program necessary to meet the training requirement. The plan will identify the resources necessary to accomplish the training. The requesting organization will review and approve the plan for technical and operational suitability. The information contained in the plan will serve as a basis for the Office of Personnel and Training to authorize the development of a training course and the conduct of a prototype course session, or purchase of the required training from outside sources.

NOTE: Any analysis accomplished (Job Task Analysis, Job Training Standard, or Job Function Analysis) will be forwarded with the Training Proposal to the organization developing or conducting the training.

- b. Where the situation warrants or permits, and based on the information supplied in the Training Proposal and discussions with the organization requesting the training, the Office of Personnel and Training will indicate to the organization developing the training the level of development effort which should be devoted to the training program or course.

This will be decided on an individual basis. Guidelines for determining levels of development effort are given in Appendix 2, and descriptions of what is involved in each type of effort are in Appendix 3 of this Order.

407. - 499. RESERVED.

## CHAPTER 5. TRAINING PLAN

501. DESCRIPTION. The Training Plan is a document which:

- a. Converts a Training Proposal into a recommended plan for achieving the desired training.
- b. Serves as a coordination and communication document, and furnishes a record of the planning that has been accomplished.
- c. Upon interim approval, authorizes development or procurement of training, and conduct of a prototype course, if the training (approved) does not already exist.
- d. Upon final approval, authorizes a training program and provides a sound basis for the resource allocations necessary to accomplish the training on a programmed basis.
- e. Serves as one basis for evaluation of the training program.
- f. On final approval becomes the specification for the training.

502. FUNCTION. The Training Plan document performs the following functions:

- a. Presents a study of the training requirement, provides alternative methods of accomplishing the training, and recommends a course of action which the training organization believes will best satisfy the training need as described in the Training Proposal.
- b. Estimates the cost of developing and conducting or procuring the training, considering the alternative training sources and methods.
- c. Provides a plan for evaluating the effectiveness of the training.
- d. Provides a basis for review of recommended training from a technical and operational standpoint.
- e. Provides a basis for approval or modification of recommended training.
- f. Facilitates communication and agreement between the requesting organization and the training organization on the training outcomes, technical requirements, category of training, and student prerequisites.
- g. When out-of-agency training is recommended, contains the training specifications to be met by the contractor.

503. POLICY.

- a. A Training Plan shall be developed and submitted for review upon receipt by training activities of a Training Proposal, as defined in Chapter 4 of this Order.
- b. Training Plans for National programs must be approved by the Director of Personnel and Training after office and service, and when appropriate field, review and coordination with regard to training outcomes and technical requirements.
  - (1) Approval of the Interim Training Plan. Recognizing the practical considerations involved in performing subsequent course development and validation steps, an Interim Training Plan may be approved for development and validation purposes. This will serve as an intermediate phase in the establishment of a fully validated training program. Therefore, the use of the interim plan process will be restricted to new training program requirements. It does not apply to triennial reviews, or where substantial information exists for validation. When the training is fully validated through developmental and operational tryouts, the Training Plan will be prepared for final approval by incorporation of those sections which must be modified following validation. Approval of an Interim Training Plan is required prior to the development of any National training course/program or the conduct of a prototype class. Recommendations for resource and program adjustments for the current fiscal year will be included in a letter of transmittal. This letter will indicate whether existing resources will permit developing and conducting the training in accordance with the Training Proposal. If not, it will indicate what additional resources will be required and/or recommend what program adjustments are considered necessary for its accomplishment.
  - (2) Final Approval of the Training Plan. The Training Plan presented for final approval will reflect changes in cost data, the course structure, time allocations, ratio of laboratory sessions to lectures, and performance measures to be used in assessing student achievement of the training objectives. Offices and services will review and concur in the final Training Plans prior to final approval by the Director of Personnel and Training. The data required for final approval of the Training Plan will be forwarded to the Office of Personnel and Training within 90 days after completion of the prototype class. Depending on operational demands, and upon approval by the Director of Personnel and Training and the office or service concerned, a National training program or course which is awaiting final approval of a Training Plan may be conducted under the interim authority with the changes which were submitted for approval in the final Training Plan.

- c. For a major systems acquisition, where a Systems Program Plan is not prepared as a part of that acquisition, a training planning conference will be convened by the Director of Personnel and Training. The purpose of the conference will be to bring together major, interested parties to develop the detail from which an FAA Training Plan may be prepared. The identification of the requirement for a Training Plan conference will be mutually agreed to by the principal operating service/office and the Director of Personnel and Training. The Training Plan conference may be convened at one or more appropriate times (if cost-effective), to determine the comprehensive course of action required initially, and as dictated by modification, to establish the training and training support necessary.
  - d. At least once every three years, training courses will be reviewed by the organization conducting or arranging the training, and Training Plans will be revised to reflect this review. For National programs, the revised Training Plans will be submitted to the Office of Personnel and Training for review, approval, and coordination and concurrence with the office/service having the primary interest. For regional programs, they will be submitted to the Chief, Manpower Division, for review, approval, and coordination and concurrence with the Program Division concerned. With regard to National programs, if no changes are necessary, this will be indicated by letter to the Director of Personnel and Training which will include a statement such as the following: "The \_\_\_\_\_ training course has been reviewed and found to be current with no changes required. Therefore, a revised Training Plan has not been prepared." Changes in Training Plan format only do not warrant the submission of a revised Training Plan.
504. CONTENTS. The Training Plan should contain all information necessary to make decisions about implementing training programs, and should be prepared as described below. (See Appendix 4 of this Order for the sectional format in which this may be accomplished.)
- a. Section I. Purpose of the Training Plan. This section will contain a statement similar to the following: "This document summarizes and specifies a training program for (the name of the training). It has been prepared in response to a Training Proposal submitted by \_\_\_\_\_ dated \_\_\_\_\_. It is a communication and coordination document, and contains planning data requiring agency review and approval. On final approval, this Training Plan will become the specification for the training."



- b. Section II. Analysis of the Training Proposal. Each Training Proposal identifies a training need. This need is stated in the form of training outcomes which specify the product training is expected to produce. In its quantitative aspects, this need is stated by the number to be trained and the desired training completion schedule. The Training Proposal defines the requirement for the training and serves as the basis for the design of the instructional system for producing the training product. Careful analysis of all data in the proposal is required to satisfy the training need. This section must contain this analysis. If the analysis indicates that no problem is anticipated in designing the instructional system and meeting the training requirement, this should be so stated. If changes in the Training Proposal are considered necessary, these should be identified together with the rationale for the changes. A statement should be included indicating that the Training Proposal is appended to the Training Plan. If an instructional system cannot be designed or procured to produce the product, the Office of Personnel and Training should be notified immediately.
- c. Section III. Analysis of the Training Outcomes. This part of the Training Plan contains the analysis of the training outcomes. These specify the product desired; that is, what job tasks the student should be able to perform, how well, and under what conditions. The training outcomes have been developed to guide the instructional technologist in engineering or designing this instructional system. Unless the training outcomes are analyzed, effective instructional design is not possible.
- (1) Analysis of Job Tasks. The training outcomes are generally based on a Job Training Standard, a Job Task Analysis, or Job Function Analysis. (See paragraph 305. of this Order.) Any of these documents may be used to aid in analyzing the outcomes. The analysis should identify knowledge and skill components of each training outcome, organized in relation to each other and the appropriate outcome. The outcomes should also be ordered in an instructionally sound sequence. Knowledge and skill components should not normally include those identified in the prerequisites, but should be identified to the levels required to show the continuity of instructional activities from the entry level abilities of students to training outcome achievement.
- (2) Prerequisites. List the prerequisite training, experience requirements, or specific knowledges and skills required for enrollment in the recommended training. These prerequisites

should include those specified in the Training Proposal as well as additional prerequisites course designers may consider absolutely essential to enable student achievement of training outcomes. A manpower skills inventory statement based on prospective student inputs may be included as a part of this section.

- (3) Training Needed. Compare the prerequisite knowledges and skills with those required to achieve the training outcomes. The difference is the training needed. The instructional design, activities, strategy for providing the needed training, and performance measures will be found in the "Recommended Training" section of the Training Plan.
- d. Section IV. Analysis of Alternate Sources and Methods of Training. Each Training Plan will include an analysis of alternative training sources and methods available for satisfying the training need. This analysis should consider such sources of training as: Out-of-agency, FAA Academy, field, etc. It should also consider the various methods available, such as: directed study, formal classroom (resident), on-the-job training, and feasible combinations thereof. These sources and methods should be analyzed from the standpoint of such factors as: availability, practicability, suitability, effectiveness, etc. Detailed analyses of these factors are required for cost/effectiveness studies to determine the subsequent training direction. When the Office of Personnel and Training initially specifies a source or method of training, no alternate source/method need be considered. Regional Manpower Division Chiefs may also specify the source or method of training for regional training.
- e. Section V. Cost\* and Basic Administrative Data. Develop valid cost estimates and basic administrative data for each alternate training source, method, or combinations analyzed in the plan so that the most effective and economical training approach may be selected. Cost estimates and basic administrative data shall include the following as a minimum:

(1) Basic Administrative Data.

Total length of course in hours

Classroom hours  
Laboratory hours  
Flight hours  
Other hours

Optimum enrollments per class

\*Indirect (overhead) costs are not to be included.

(2) Course Development.

(For course revisions, these will reflect only the cost of revision.)

Developer/s manhours  
 Developer/s salaries  
 Developer/s travel and per diem  
 Developer/s training  
 Clerical manhours  
 Clerical salaries  
 Training materials development and reproduction (include all direct costs)  
 Sub-Total (\$)

(3) Cost to Conduct Each Class.

Instructor manhours  
 Instructor salaries  
 Student training material and supplies  
 Aircraft/equipment operating cost  
 Clerical manhours  
 Clerical salaries  
 Sub-Total (\$)

(4) Annual Manhours for Course Maintenance.(5) Non-Recurring Costs.(6) Student Travel and Per Diem/Class.(7) Annual Training Equipment Maintenance Cost.

f. Section VI. Recommended Training. This section contains the tentative instructional design, activities, strategy, and performance measures.

(1) Content and Outcomes.

(a) The following questions are answered in this section:

- 1 What knowledges and skills will be taught in this instructional program and how will they be organized?
- 2 What are the instructional activities in this course and how are they related to the knowledge and skill components of the training outcomes?
- 3 In what sequence will these instructional activities be provided?

- 4 What is the tentative content of the instructional activities?
- 5 What methodology is proposed to facilitate overall learning and the achievement of the training outcomes?
- 6 What are the significant elements of time for presenting the instruction?
- 7 What performance measures will be used to assess student achievement of the training outcomes?

The response to these questions may be partly in narrative form, and partly reflected in an outline as follows, as appropriate:

Section VI.A. Content and Outcomes.

(1) Course Outcome

- |                            |      |
|----------------------------|------|
| 1. Instructional Objective | Time |
| 2. Instructional Objective | Time |
| 3. Instructional Objective | Time |
| 4. Instructional Objective | Time |

(2) Course Outcome

- |                            |      |
|----------------------------|------|
| 1. Instructional Objective | Time |
| 2. Instructional Objective | Time |
| 3. Instructional Objective | Time |

- (b) After interim approval, the training will be developed and a prototype session conducted. To assure maximum benefits from prototype sessions of National courses, a list of course participants will be forwarded to the Director of Personnel and Training together with trainee evaluation critiques. Any changes required as a result of the development of course materials and prototype sessions shall be forwarded to the Director of Personnel and Training. Inclusion and approval of these changes constitute authorization to implement the training on a programmed basis.
- (c) When a combination of courses, methods, or sources is planned to accomplish the training requested, this part of the plan will be developed for each method (resident, directed study, on-the-job) and source. Each instructional technique (programmed instruction, video tape, etc.) will be included. Each method or combination thereof should be prepared and presented in this section.

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- (2) Administration. This section should include appropriate statistical information about the conduct and support of the recommended training.
- (a) Training Length. State the number of hours students will be in training.
  - (b) Class Size. State the optimum, maximum, and minimum class sizes, and limiting criteria or other factors used in determining class size.
  - (c) Number to be Trained. Provide the total number to be trained. The number should be identified by organization, specialty, and category of training, i.e., Mandatory, Job Required, Highly Desirable, Performance Improvement, or Career Development.
  - (d) Class Convening Frequency. This is the frequency based on the Training Proposal schedule. If the training organization's capability will not permit adherence to this schedule in the current fiscal year, this should be indicated in the letter of transmittal. See paragraph 503.b.(1) of this chapter.
  - (e) Schedule. Estimate the proposed starting date for the prototype class, and the fiscal year quarter in which the initial class could be conducted.
  - (f) Facilities. Describe or list the maximum numbers and types of classrooms, laboratories, and special facilities required to conduct training in the manner recommended and indicate availability.
  - (g) Equipment. List by type and number the major items of equipment needed to conduct training and indicate availability, including Class I training aids, as defined in paragraph 702.a. of this Order. (If the equipment must be purchased, indicate the source of funds, availability of equipment, and the estimated procurement cycle.)
  - (h) Personnel. Identify, by instructor specialty, the number of instructor contact and preparation hours required to conduct the recommended training. Also, indicate the availability of the required specialties.
- g. Section VII. Time-Phasing Chart. This chart should contain the time-phasing of the development, implementation, or procurement of instructional programs that must be accomplished after the Training

Plan receives interim approval. This chart should identify the calendar weeks required for each function.

- h. Section VIII. Training Evaluation Plan. The goal of evaluation is to determine whether or not the training outcomes are being achieved in the training and job environment, if training is being accomplished in the most effective and economical way, and, if not, to recommend changes that should be made.
- (1) An evaluation plan will be included as a part of each Training Plan.
  - (2) It is imperative that this plan be realistic and that it be designed so that it may be accomplished by the service, Office of Personnel and Training, the FAA Academy, or the organization responsible for the evaluation, within manpower and budget limitations.
  - (3) A brief narrative statement should indicate the time when the initial evaluation should be accomplished, and suggest when following evaluations should be accomplished.
  - (4) Evaluation results will be made available to the Director of Personnel and Training.
  - (5) FAA Form 3030-2 (7-69), "Training Evaluation Plan," will be used to indicate the elements to evaluate, methods of evaluation, and action assignments. FAA Form 3030-2 is stocked at the FAA Depot under Federal Stock No. 0052-655-6001. The unit of issue is a sheet.
- i. Section IX. Course Catalog Entry. For all training programs, a course catalog entry should be prepared in accordance with the following format and included in the Training Plan. Some sample entries are given in Appendix 5 of this order.
- (1) Course Title Block. Include the following items.
    - (a) Title. The course title shall be the same as indicated in the Training Plan.
    - (b) Course Length. The course length shall be indicated as follows.
      - 1 Resident Courses. For course durations of less than five training days, indicate the length in training DAYS. For courses that are five days or longer, indicate the length in training WEEKS, and, if applicable, WEEKS plus DAYS, i.e., 4 weeks and 3 days.

2 Out-of-Agency Courses. Same as above; however, where the training day is less than eight hours, indicate the hours per day in (2) Course Description.

\* 3 Correspondence Study Courses. Indicate the estimated \* length of training in HOURS.

(c) Where Conducted. Specify the organization which will be conducting or arranging the training.

(2) Course Description. This should be a concise but comprehensive narrative description of the course. Include such things as 1) for whom the course was designed; 2) content of the course, i.e., of what it consists (classroom study, simulator, laboratory, workshops, flight training, and other significant features); and 3) a condensed version of the purpose of the course, etc.

\* (3) Prerequisites. An educational prerequisite is knowledge/skill which the student must have in order to have a reasonable chance of successfully completing a course of training. For FAA training management purposes, prerequisites should be listed separately in the proposed catalog entry under the following two headings:

(a) Training Prerequisite. A training prerequisite is a course(s) which must be successfully completed prior to enrollment in a course of training, or an approved screening examination which measures a level of knowledge/skill equivalent to that which could have been achieved in the prerequisite course(s). (In the case of prerequisite(s) for Airway Facilities training, indicate any change(s) needed to the FAA Catalog of Training Courses equivalency table as a result of the course.)

(b) Other Requirements. These requirements would include certificates, licenses, flight hours, etc., which are required to satisfactorily complete the objectives of the course of training and must be met prior to enrollment.

#### 505. REVISION OF APPROVED COURSES.

##### a. Approval of Revision.

(1) The FAA Academy, Management Training School, and Transportation Safety Institute must obtain approval from the Office of Personnel and Training before accomplishing revision which: \*

\*

- (a) Changes the course length.
- (b) Requires the modification, addition, or deletion of training outcomes or instructional objectives. Conditions which would require the modification, addition, or deletion of training outcomes and/or instructional objectives are:
  - 1 Addition of subject matter other than that necessary for the student to achieve an approved instructional objective.
  - 2 Deletion of subject matter necessary for student achievement of an approved instructional objective.
  - 3 For courses that have training plans approved without instructional objectives, any change in subject matter which affects achievement of the training outcomes or the validated knowledge and/or skill level.
- (c) Requires major adjustments to staffing level.
- (d) Requires major changes to fiscal resources.
- (e) Changes flight time in courses using jet aircraft.

b. Revision Due to Course Maintenance.

- (1) Revision of courses necessary for course maintenance may be accomplished by the FAA Academy, Management Training School, or Transportation Safety Institute when they determine the need exists.
- (2) Some examples of revisions which are considered to be course maintenance include:
  - (a) Refinement of lesson plans, visual aids, etc.
  - (b) Improvement of test items, based on item analysis, to more accurately measure achievement of the approved instructional objectives. (In cases where test results are used for screening purposes, e.g., Course 55020, National Terminal ATC Specialist Training Program, any changes to the tests must comply with guidelines established by the Office of Personnel and Training.) \*



- \* (c) Updating of technical content, due to changes in regulation or handbook references or an equipment change, which does not change the accomplishment of the approved objectives, or require the addition or deletion of objectives, or change the course length.

- (3) If the FAA Academy, Management Training School, or Transportation Safety Institute determine that needed revision cannot be accomplished as course maintenance, they will make recommendations to the Office of Personnel and Training for further action and coordination.

c. Revision of Courses. The procedure used in the processing of requests for revision will be:

- (1) A request for the revision will be forwarded by letter to the Office of Personnel and Training. It should be explicit as to the outcomes desired and any recommendations for achieving those outcomes.
- (2) The Office of Personnel and Training will ask the appropriate training organization to determine the effect of this request on the present course and the approximate date that the changes could be made. If it involves the addition, deletion, and/or modification of instructional objectives or change in course length, this information will be forwarded separately by that organization to the Office of Personnel and Training for approval, in a new or revised Training Plan.
- (3) The specific course changes recommended by that organization to accomplish the request for revision will be coordinated with the originating service or office by the Office of Personnel and Training.
- (4) When these recommendations are approved as provided in paragraph 503. of this Order, the training organization will begin the revision as programmed.

d. Requests for Priority Revision of Courses. If the originating service or office desires that a revision request be handled on a priority basis, it will:

- (1) State in a letter that the request should be given priority handling.
- (2) Provide at least one technical specialist as requested to assist the training organization in the development of instructional objectives.

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- \* (3) Designate one person who is authorized to make recommendations regarding priorities of all training programs generated by that office or service.

NOTE: The personal contacts indicated in items (2) and (3) may be made on an informal basis to minimize time requirements.

- e. Exceptions to Normal Revision Procedure. When immediate revision is necessary to assure safety of flight operations, see the provisions in paragraph 1702. of this Order.

506. - 599. RESERVED.

\*

c. Exceptions to this form of training development will be limited and are defined as follows:

- (1) Job performance is not a critical product.
- (2) The training will serve a brief, interim need.
- (3) A minimal trainee input is expected.
- (4) Implementation dates are too short to permit the full and precise course development required.
- (5) Cost considerations outweigh the benefits to be gained from the training product or the numbers.

d. The major steps in the design of the instructional system are:

- (1) Preparing the Training Objectives. The training objectives define the purposes of the instructional system. They must include a statement of tasks to be performed on a job at the end of training, as well as the component knowledges and skills required for task performance. A proper set of objectives will provide overall guidance to the system designer, which aids in the integration of the various parts of the system. Analyze the Job Task Analysis, Job Training Standard, or Job Function Analysis; Training Proposal; and Training Plan to make certain the job activities requiring training are defined, proficiency levels established, and a description of the conditions under which the job must be accomplished are stated. Make certain that a review is made of entry level skills and knowledges of the entering trainees to provide a base for structuring the training.
- (2) Sequencing the Objectives of the System. The objectives of the instructional system cannot be achieved all at once; they must be sequenced. Proper sequencing of training activities is vital to the effectiveness of the system.
- (3) Selecting Components and Procedures. System components and procedures are selected to accomplish the objective by determining how the task is to be practiced. Will actual equipment be used? What training devices are needed? What kinds of materials must be prepared to provide practice of knowledge? What methods for the presentation of knowledge will be used - books, lectures, film, video tape, television, computer-assisted instruction? Considering the training outcomes specified, the entry/prerequisite level of the trainee, and the method of training to be employed, a decision must be made as to time allocations to teach the elements - to introduce, examine, and to critique each element. The combination

of these will provide a prototype course length, which will be modified after completion of the prototype. This process is defined in detail as follows:

- (a) The instructional objectives and sub-objectives will be developed. These objectives are tied directly to the training outcomes and design to assure accomplishment of the outcomes.
- (b) The objectives will be arranged into clusters of units of a similar nature.
- (c) The clusters or units will then be organized to form a logical learning sequence or course structure. This step is important to assure a smooth-flowing presentation of course information, and to build on information previously presented.
- (d) A criterion test, sometimes called a job performance objective test, will be developed for each objective.
- (e) The criterion tests will be validated.
- (f) Learning sequences and strategies will be developed incorporating the information compiled in (c) above and reflected in a detailed course outline. This outline should be broken down into lessons and detailed to the point where it may serve as the Instructor Guide of the instructional program. The outline should include objectives, subject matter to be taught, methods of instruction, time allocations, media, aids, exercises, laboratory projects, etc.
- (g) With the Instructor Guide firmly in place, determining, developing, and/or obtaining the necessary course materials and training aids is the next procedural step. From the detailed outline contained in the Instructor Guide, a determination will be made of the textbooks, examinations, handouts, training aids, training equipment, etc., that are required to support the training. Every effort should be made to use existing agency course material, commercial texts, Government publications, or other sources of available material to reduce the expenditure of development manhours.

- 1 In assembling course materials, careful attention must be given to existing directives, operational procedures,

and any agency, service, or regional instructions to assure that no conflicts exist. The developer must also be alert to the existence of official documents and/or manufacturers' equipment instruction manuals which should be included as a part of the course materials.

- 2 Careful consideration must be given to the training aids needed to support the training. Arrangements must be made to provide the projectuals, laboratory equipment, simulators, sound equipment, video equipment, response monitors, etc.
  - 3 End-of-phase and/or end-of-course criterion tests must also be designed and validated. These are most important in determining if the training outcomes have been accomplished as intended.
- (h) The instructional program has now been developed to the point where the lesson plans may be prepared. In this step both the course developer and the classroom instructor(s) should be involved. This involvement is a "must" for highly programmed courses and desirable in conventional instruction. The lesson plans will be tied to the training outcomes and related by instructional objectives, reflect the steps in the detailed course outline, indicate use of course materials, and use training aids in the manner prescribed in the detailed course outline. When these parameters have been satisfied, personalized instructor notes may be added to lesson plans. All lesson plans will be structured to satisfy the instructional objectives, and be subject to periodic supervisory review and approval.
- (i) The instructional program is now ready for the conduct of the prototype session. The prototype provides the opportunity to evaluate all segments and aspects of the instructional program and maximum advantage will be taken of this opportunity. Elements subject to change as a result of the prototype session include, but are not limited to:
- 1 Course content.
  - 2 Time allocations.
  - 3 Instructional objectives.
  - 4 Training aids.

- 5 Simulators.
- 6 Laboratory sessions.
- 7 Course materials.
- 8 Lesson plans.
- 9 Course outline.
- 10 Training methodology.
- 11 Training proficiency level.
- 12 Tests/examinations.

(j) Changes brought about as a result of the prototype sessions will be incorporated into the final Training Plan.

- (4) Analyzing Cost-Effectiveness. A cost-effectiveness analysis should be made of the system possibilities. If several components and procedures seem equally effective, their relative costs should serve as a guide to their solution. Analysis of costs and effectiveness is a continuing process throughout the development and operation of the system.
- (5) Coordinating Components and Procedures. The entire instructional system should be examined to determine whether it will be a smoothly working integrated whole. This examination should be continuous during the later stages of system development and the actual system operation. Flowcharts and computer simulation are valuable tools for this study; observation of the operation of the system is indispensable.
- (6) Evaluating the System. The need for cost-effectiveness concepts in selecting system components has been mentioned. It is also desirable to evaluate the complete system in terms of cost and effectiveness. The index of effectiveness is the number of attainable objectives actually attained by the students. This information will come from the quality control system. The total cost must be developed from data on the variety of costs that make up the total. System evaluation is a continuous process. Systems are not static; they develop and change. The impact of external pressures may degrade the system. Improvements of different kinds will be made. It is desirable to know the impact of these pressures, and the effect of improvements on the cost-effectiveness ratio.

604. - 699. RESERVED.

## CHAPTER 7. TRAINING AIDS

701. DEFINITIONS.

- a. Training aid is defined as any device, medium, equipment, reproduction, diagram, chart, illustration, machine, mock-up, simulator or other item, that is used to improve or facilitate the instructional or learning process.
- b. Video Tape Production. A visual or audio-visual display which (1) requires a formal script, (2) may employ any or all of the photographic or sound techniques and processes, such as animation, opticals, narration, music, and sound effects, and (3) may include professional actors and dialogue. Video tape productions are used when the nature of the message and the audience to be reached dictate a professional quality product and the use of motion to enhance audience understanding of the subject matter.
- c. Video Tape Report. A silent or composite picture and sound recording of a test operation, process, or procedure. Tape editing is limited to the deletion of unnecessary footage and the assembly of selected scenes, sound effects and narration. These reports are produced in support of approved agency programs, and are designed for review or study by personnel concerned with the subject matter content.
- d. Video Tape Presentation. An audio-visual display made by recording pictures with or without sound on video tape with the capability of instant playback. Video tape presentations are used to obtain on-the-spot coverage of special events or activities; technical training purposes; general and specialized classroom exercises; and certain repetitive types of employee communications efforts. Video tape presentations are appropriate whenever the recording of actual events or operations is more important or more timely than staging a professional production, and where playback capability with little or no editing is needed. Tape editing is generally limited to the deletion of unnecessary footage and the assembly of selected scenes and narration.
- e. Local application means useful to only one facility or field office.
- f. Regional application means could be used by more than one facility or field office within a region.
- g. Agencywide application means could be useful to facilities or field offices within more than one region.

702. CLASSIFICATIONS OF TRAINING AIDS. Training aids are classified as follows:

a. Class I Training Aids:

- (1) Motion picture and video tape productions.
- (2) Simulators and/or other devices to be used for training, the purpose of which is primarily the simulation of real equipment, e.g., aircraft simulators, radar target generators and radar simulators, aircraft systems trainers, etc.; models, mock-ups and cut-aways.
- (3) Major items of operational and/or training equipment, or components thereof, to be used for training purposes, e.g., aircraft engines, engine generator sets, major items or units of radar, communications, or other major electronics equipments, including student response devices. Relatively minor items or small components such as vacuum tubes, transistors, and small items of test equipment, are not included.
- (4) Training aircraft.

b. Class II Training Aids:

- (1) Video tape reports and presentations.
- (2) Film strips and slide film programs or series, with or without tape or other recordings.
- (3) Films made for organizations other than FAA, that are available on a per copy purchase or rental arrangement.
- (4) Projectors for sound or silent motion pictures; opaque, overhead, slide, and video projectors and other comparable equipment accomplishing the same or similar purposes.
- (5) Informal handout materials, reprints, duplicated sheets, charts, posters or other illustrative material, including such material prepared as transparencies or used with opaque projectors or as individual slides.
- (6) Furniture and fixtures including chalk boards, lecterns, or public address equipment and similar items, usually required in the group instructional situation.



703. POLICY.

- a. Necessary agency coordination shall be effected in the development and/or acquisition of Class I training aids.
- b. No agencywide coordination outside the using jurisdiction is required for Class II training aids. However, those that may be of agencywide interest should be reported to the Director of Personnel and Training.
- c. Agency policy, procedures, and responsibilities for the scheduling, procurement and funding of new types of equipment and facilities for agency training programs are described in paragraph 706. of this Order.
- d. Agency policy, procedures, and responsibilities for the development and use of video tape productions, reports, and presentations are described in paragraph 707. of this Order.

704. PROCEDURE.

- a. Approval of Training Aids:
  - (1) Requirements for Class I training aids proposed for local, regional, or agencywide application shall be submitted to the Director of Personnel and Training for review and coordination with offices/services having operational interest prior to development and/or acquisition. For new or revised training courses, the training plan approval will satisfy this requirement.
  - (2) Office of Personnel and Training approval of Class II training aids is not required, except as indicated in paragraph 707. of this Order.
- b. Dissemination of Training Aids Information. The Office of Personnel and Training will maintain information on existing training aids that are considered suitable for use in the various training programs of the agency and will provide, on request, professional assistance and guidance on their development, procurement and use.

705. JUSTIFICATION. All requests for approval of the development and/or acquisition of Class I training aids shall include the following information.

- a. Name/Title of training aid.
- b. Number required and distribution planned.
- c. Estimated cost per unit and total cost.
- d. Description (including the specific training programs to which it will apply, training outcomes to be accomplished, how it will be used, why it is needed). Data on utilization in terms of total trainees involved and frequency of use are desired.
- e. Plan for providing the training aid, including time when it should be available, and whether development or acquisition is contemplated through agency resources, other Government sources or from commercial sources.
- f. Plans for evaluating the effectiveness of the training aid.
- g. For video tape productions, the script outline.
- h. Names of any technical advisors, training advisors, or liaison officers working on or familiar with the project.

706. NEW EQUIPMENT AND FACILITIES.

- a. Policy. It shall be the policy of the FAA to:
  - (1) Recognize and document manpower and training requirements during equipment planning and studies leading to administrative approval.
  - (2) Include as part of the program proposal, and separately itemized, the necessary equipment(s) and/or facilities for use in training programs.
  - (3) Indicate in the procurement request or interagency agreement that the delivery schedule will show that the training equipment will be the first unit(s) delivered or indicate the reasons why it will be afforded a lower priority.
  - (4) Indicate in the program proposal equipment(s) not requiring training and the reasons for the decision.

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- (5) Include all sponsoring offices and services in presentations to top management where a reduction or addition in equipment programs is required due to funding or administrative order.

b. Responsibilities.

- (1) The operating services or centers (AAF, AAT, AFS, ARD, NAFEC, and AAC) preparing: (a) plans and studies leading to administrative planning approval; (b) a program proposal; (c) a budget item; or (d) a procurement action; shall formally coordinate training statements with the Office of Personnel and Training.
- (2) The Office of Personnel and Training, after appropriate coordination with interested Offices and Services, shall determine whether Academy and/or contractor training should be used, the amount and configuration of training equipment required, and the time in which the training equipment is required.
- (3) The Logistics Service shall ensure Office of Personnel and Training coordination on all procurement actions containing training statements.
- (4) The Office of Budget shall ensure Office of Personnel and Training representation in all program proposals containing equipments or contractor-furnished training when presented to top management.
- (5) Service, Office, or Center Directors shall ensure that Service, Office, or Center responsibilities are carried out.
- (6) The final decision as to the extent that resources will be allocated for training needs or waived will be made by appropriate top management officials.

- c. Funding. The equipment hardware, simulators or other training devices, software, construction, site preparation, installation, checkout, special tools and test equipment, initial stocks and stores and all other costs directly related to the establishment of the equipment in a training configuration shall be funded from the appropriation from which the basic equipment is to be procured.

- d. Budgetary Approval. Training equipment requirements and related costs must be clearly identified when proposed facilities and equipment programs are submitted for top management consideration or are proposals for inclusion in budget estimates.

707. DEVELOPMENT AND USE OF VIDEO TAPES FOR TRAINING.

- a. Policy. Video tape may be used in agency training programs when the criteria contained in this Order have been met and approval has been provided by appropriate agency authority.
- b. Criteria. Video tape content must meet stated training objectives and meet learning outcomes and must not conflict with agency policies. Costs of video tape production must be in line with local production costs. Video tapes may be used in agency training programs for:
  - (1) Presentations or demonstrations that do not normally require extensive periods of concentration on the video tape (not usually exceeding 30 minutes at one sitting).
  - (2) Dissemination of information/training designed to reach many agency personnel in a short period of time.
  - (3) Situations in which there is a shortage of qualified instructors.
  - (4) Training situations involving physical risk or danger to the trainees.
  - (5) Situations in which training aids and equipment are in short supply or not available.
  - (6) Close-ups required for purposes of magnification (mini circuits, etc.).
  - (7) Eliminating the need for moving from one training area to another.
  - (8) Situations when adverse weather conditions might prevent or limit effective training.
  - (9) Proficiency training, refresher training, and remedial training.
  - (10) Documenting and presenting course material which will have a future use.
- c. Procedures.
  - (1) New and revised training plans for National training programs which contain provisions for the development and use of video tapes will be processed as a part of the normal training plan approval procedure.

- (2) Video Tape Productions. All other requests for the development and use of video tape productions for training must be submitted to the Director of Personnel and Training for review and approval. Approval by the Director of Personnel and Training for the development and use of a video tape production for training purposes provides authority for the initiator to arrange for production. These requests will contain, but are not limited to, the data required in paragraph 705. of this Order.
- (3) Video Tape Reports and Presentations. The development and use of video tape reports and video tape presentations for use in local training programs do not require the approval of the Director of Personnel and Training but do require local training approval. The responsibilities section of this paragraph provides the required procedural guidance.
- (4) Commercially Available Video Tapes. Commercially available video tapes for use in agency training programs will be subject to the same criteria and local training approval as those produced within the FAA.

d. Responsibilities.

- (1) Video tape productions for use in training programs.
  - (a) Organizations contemplating video tape productions in training shall coordinate proposals with the Office of Personnel and Training for approval. The Office of Personnel and Training will coordinate such requests for technical accuracy with the appropriate office or service. For new or revised training courses, the Training Plan approval will satisfy this requirement.
  - (b) After approval, the Office of Personnel and Training will return the proposal to the originator who will make the necessary arrangements for production.
- (2) Video tape reports and presentations for use in training programs.
  - (a) Offices, Services, Regions and Centers shall submit proposals to the appropriate Training Program Management Officer for review and approval prior to development, except as indicated in sub-paragraph (c) below.
  - (b) Training Program Management Officers shall:
    - 1 Coordinate with technical divisions and offices/services, as appropriate, and obtain approval as to technical content, suitability, and appropriateness.

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- 2 Review and approve those video tape reports and presentations which may be accomplished by the office, service, region, or center concerned with equipment and manpower available to it without resorting to contract or other augmentation of resources.
- 3 Submit to the Director of Personnel and Training for review and approval those proposals which require equipment, skill, manpower, and other resources beyond the capabilities of the requesting organization.
- 4 Establish appropriate internal procedures and guidelines necessary to effectively monitor video tape reports and presentations used in training programs to prevent duplication of effort, and make the best possible use of video tape equipment and supplies.
- 5 Submit to the Director of Personnel and Training, to be considered for use Nationally, those video tape reports and presentations deemed to be of significant quality, merit, and usefulness.
- 6 Maintain appropriate records and data relating to regional use of video tape reports and presentations for training purposes and be prepared to furnish the information if required.
- 7 Edit annually all video tapes, and where no longer useful in training programs, erase for further use.
- 8 Evaluate annually all video tapes being used in training programs for currency, adequacy, accuracy, and economy when compared to other methods of presentation.
- 9 Review and approve proposals for the acquisition of commercially available video tapes within resources available to the requesting organization; refer all others to the Director of Personnel and Training for approval.

- (c) Facility Chiefs and Sector Managers may approve proposals for the development of video tape reports and presentations covering materials which are strictly of a local nature and do not involve interpretations of regional or National procedures and policies. If such interpretations are involved, the regulating provisions heretofore prescribed apply. Further, when local reports and presentations are taped, the content of sub-paragraphs 707.d.(2)(b)4, 7, and 8 should be subjects requiring facility/sector/TPMO coordination and action.

e. Funding.

- (1) Funds authorized for video tape productions and allocated to the Office of Information Services or the Aeronautical Center will be used for video tape productions to be used in training programs.
- (2) Funds for video tape reports and presentations to be used for training purposes will be taken from fiscal authorizations available for the appropriate training program.

- f. Exception. The requirements in this paragraph do not apply to training material obtained on loan from film libraries.

708. - 799. RESERVED.

## CHAPTER 8. RESIDENT TRAINING

801. DEFINITION. Resident Training is formal training conducted and administered by the FAA Academy; Management Training School; Transportation Safety Institute; Office of Personnel and Training; and Regional, Center and Headquarters training staffs.
802. ENROLLMENT BY FAA PERSONNEL. Agency Resident Training is limited to the training of employees in order to develop skills, knowledge, and abilities to improve the performance of present duties or to qualify them to perform future duties.
- a. Courses Directly Pertaining to Job Requirements. FAA personnel may be enrolled in any Resident Training course which directly pertains to their job requirements.
  - b. Courses Not Directly Pertaining to Job Requirements. FAA personnel may be enrolled in a Resident Training course not directly pertaining to their job requirements provided all of the following conditions are met:
    - (1) The course is a part of a career progression plan for an employee,
    - (2) A target job specialty (e.g., Personnel Management, Electronic Technician - Radar, etc.) has been identified,
    - (3) The supervisor has determined that the employee has the potential for assuming the duties in the job specialty and desires to make the change.
    - (4) The employee's attendance at the course will not derogate other programmed enrollments, and
    - (5) The employee has completed prerequisites for the course, or has an approved waiver on file.
  - c. Enrollment Procedure.
    - (1) Office of Personnel and Training. At the beginning of each fiscal year the Office of Personnel and Training will announce the schedule and location of the centrally-conducted management and general training courses for the year.
    - (2) FAA Academy, Management Training School, and Transportation Safety Institute. Based on the course workload information contained in annual program objectives, annual class schedules will be developed and enrollments distributed to Regions, Centers, offices, and services.



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- (3) Regional, Center, and Washington Headquarters Training Staff.  
Enrollment in these courses will be determined by local procedures.

803. ENROLLMENT BY NON-FAA PERSONNEL.

- a. Personnel of other Government agencies, the military services, state and civil aviation organizations, and the aviation industry may enroll in agency Resident Training as resources permit. Requests for enrollment should be forwarded to, and may be acted upon by, the Superintendent, FAA Academy, for Academy courses; the Director of Personnel and Training for courses conducted by the Office of Personnel and Training; the Superintendent, Management Training School, for MTS courses; the Director, Transportation Safety Institute, for TSI courses; and the appropriate Training Program Management Officer for regionally-conducted courses. Reimbursement charges will be made in accordance with agency policy, with no distinction to be made as to whether the course is being monitored, audited, participated in, etc.
- b. International Participants. Training requests for international participants should be sent to the Office of International Aviation Affairs, AIA-1. Training requests received by AIA-1 involving flight hours, will be forwarded to the Director of Personnel and Training for approval and coordination with the Director, Flight Standards Service.

804. CHANGES TO THE APPROVED PROGRAM.

- a. FAA Academy, Management Training School, and Transportation Safety Institute Courses. Requests for changes in the number of enrollments shall be transmitted by, or with the concurrence of, the Training Program Management Officer (TPMO), to the appropriate Director or Superintendent of the organization conducting the training. The Superintendent of the Management Training School, the Superintendent of the FAA Academy, and the Director of the Transportation Safety Institute may act on all requests except those that:
- (1) Require adjustments to staffing.
  - (2) Require changes in fiscal resources.
  - (3) Result in derogation of programmed training.
  - (4) Involve a course of instruction not approved and/or programmed.

- (5) Require the modification of content or length of an existing course.
- (6) Involve flight time in jet aircraft, or out-of-agency training in any aircraft. (See sub-paragraph b. below.)

Such requests are considered to be program changes and shall be forwarded, with recommendations, to the Director of Personnel and Training for necessary coordination and programming action.

- b. FAA Academy and Out-of-Agency Flight Training. Requests for changes to FAA Academy training schedules involving jet aircraft, and out-of-agency training on any aircraft, shall be forwarded by the TPMO to the Superintendent, FAA Academy, with copies to the Director of Personnel and Training, and to the Director, Flight Standards Service. Such requests for changes shall include the name of the individual, aircraft specialty, the substitute aircraft, if any, base month, and a statement as to why the training is needed. Upon receipt of such requests, the Academy Superintendent shall advise the Office of Personnel and Training if the training can be accomplished without derogation to other programmed training.
- c. Office of Personnel and Training and Regional/Center/Headquarters Conducted Training. Requests for changes in the number of enrollments required for these courses will be forwarded to the Director of Personnel and Training through the Training Program Management Officer (TPMO), or to the TPMO for action, as appropriate.

- \* 805. PREREQUISITES, WAIVERS. Prerequisites for courses are established in Training Plans and are published in the FAA Catalog of Training Courses. Supervisors will assure that selected employees meet the prerequisites for the course. While waivers are occasionally granted upon written justification, organizational elements will give careful consideration to course prerequisites before requesting waivers. Requests for waiver of a Training Prerequisite(s) (paragraph 504.i.(3)(a) of this Order) should be forwarded through normal agency operational channels, and through the Training Program Management Officer (TPMO), to the approving official, who is the Superintendent, FAA Academy, for Academy courses; the Chief, Training Programs Division, for courses conducted by the Management and General Training Branch, APT-320; the Training Program Management Officer for regionally-conducted courses; the Superintendent, FAA Management Training School, for courses conducted by the MTS; and the Director, Transportation Safety Institute, for courses conducted by the TSI. Students who arrive for training who do not meet course prerequisites, or have a valid waiver, shall be returned to their duty posts by the approving officer. (Note: Waivers of Other Requirements for training (paragraph 504.i.(3)(b) of this Order) may only be granted by the FAA organization which has established the requirement.) \*

806. FAILURE TO COMPLETE A COURSE. In all cases in which a student fails to complete a course, notification of the failure will be forwarded to the individual's supervisor through the regional Training Program Management Officer.
- a. Voluntary Departure. When a student fails to complete a course due to voluntary departure, the notification should explain the departure and be forwarded to the individual's supervisor through established channels.
  - b. Make-up Procedures for Academy Courses. Due to a variety of circumstances, a student may fail to obtain the minimum grade needed to secure a certificate of training. When applicable, and mutually-agreed-upon by the Office of Personnel and Training and the service or office of primary interest, the Academy will establish make-up programs for non-equipment courses to permit the student to complete the training. To be eligible the student must:
    - (1) Have an overall course grade of at least 60%, or be specifically recommended for the program by the Academy as a part of its failure notification procedure.
    - (2) Upon completion of the assigned make-up program, pass a supervised final examination.
    - (3) Meet any other conditions which are applicable, or which may be specified in the Training Plan.
  - \* c. The Academy will not establish make-up programs for courses that have continuously validated screening evaluations, e.g., pass/fail. In these cases, each student failure will be reviewed by the Academy on an individual basis and consideration given to extenuating circumstances, e.g., prolonged illness, death in the family, etc., prior to determining the action to be taken. The action taken will comply with the guidelines established by the Office of Personnel and Training for the training program in which the student is enrolled. \*
  - d. Notification of Failing Grades. If it becomes necessary to report that a student is failing a course before the final test is given, the organization conducting the training shall notify the appropriate regional Training Program Management Officer (TPMC) who will arrange for a contact with the employee's supervisor to determine action to be taken, and will coordinate necessary actions between the employee's supervisor and the training organization.
- \*807. RECORDS. Each agency element conducting or arranging a formal agency training course will ensure that an official record of each student's completion and grade (when applicable) in the course is entered into \*

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- \* the Personnel Management Information System (PMIS). For courses in which formal classes are established, enrollments also will be made in PMIS. \*

808. - 899. RESERVED.

## CHAPTER 9. DIRECTED STUDY PROGRAM

901. DESCRIPTION. The Directed Study Program is a training program conducted primarily by correspondence. It is designed to complement other agency training programs by providing advance training on new systems, refresher training for updating employee knowledges, supplementary instruction for on-the-job training programs, and prerequisite training for resident courses. It can also be used as an integral part of a career progression plan.

The program consists of both required and voluntary courses. Depending on the need, employees may be required to take certain Directed Study courses as refresher training, as training in some special area, or as an adjunct or prerequisite to some other training course or program. In other instances, employees may voluntarily enroll in certain courses designed to improve their work performance or expand their capabilities and increase their utility to the agency. Some courses, depending on the particular situation or need, may be utilized on either a required or voluntary basis.

902. OBJECTIVES. Objectives of the program are to:

- a. Increase the economy and efficiency of agency operations by increasing the knowledge, proficiency, ability, skill and qualifications of employees in performing their official duties.
- b. Prepare personnel for resident training and satisfy resident course prerequisites so that the most effective use of resident training periods is made.
- c. Augment resident and on-the-job training programs by providing economical instruction through correspondence study where practicable.
- d. Provide training to update knowledges on new developments and techniques.

903. USE OF OFFICIAL DUTY TIME. Directed Study training, both required and voluntary, should result in either improved employee performance or increased employee utility or both. Therefore, supervisors may allow personnel participating in agency Directed Study courses to devote a maximum of ten hours per month of official duty time to the study of these courses, provided operational and staffing requirements permit. However, heads of offices and services may approve additional use of official duty time on a National basis within their areas of jurisdiction in specific situations. Formal classroom proficiency training, on-the-job training, supervised examinations for Directed Study, and the workshop phase of the Management Improvement Through Team Study (MITTS) program are not included in the ten hours of study.

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904. RESPONSIBILITIES.a. The Director of Personnel and Training shall:

- (1) Review training plans and, after consultation with appropriate program offices and services, determine the advisability of using Directed Study courses to meet training requirements.
- (2) Determine priorities when Directed Study training requests exceed Academy capabilities and provide budgetary justification for the Directed Study Program.
- (3) Approve the development of Directed Study courses based upon content and objectives approved and provided by the appropriate offices and services.
- (4) Approve any special enrollment agreements with non-FAA organizations. Agreements with foreign Governments or international organizations are approved by the Assistant Administrator of the Office of International Aviation Affairs with the concurrence of the Director of Personnel and Training.

## b. Heads of offices and services shall review training requirements and approve the use of Directed Study courses within their areas of program jurisdiction, as a method for partially or totally meeting the requirements. Within their areas of program jurisdiction, heads of offices and services shall determine the relationship of Directed Study courses to required or desirable job knowledge for effective performance and career progression. Where a Directed Study course relates to a specific program area, the plan and course outline must be approved by the office or service having responsibility for that program area.

c. The Superintendent, FAA Academy, shall:

- (1) Approve enrollments under established guidelines.
- (2) Administer, conduct, and maintain records of, the Directed Study Training Program.
- (3) Inform cognizant supervisors of student withdrawals, completions, and final grades.

d. The Superintendents, FAA Academy and Management Training School, shall:

- (1) Establish student enrollment and retention procedures.

- (2) Develop standards of student performance to meet training objectives.
- (3) Prepare and revise courses and course material, provided the revisions do not alter content and objectives approved and provided by the appropriate offices and services.
- (4) Maintain effective Directed Study standards by controlling the quality of instruction and course materials, placing sound limitations on course offerings, and ensuring that the enrollments served are within available resources.
- (5) Provide guidance services to supervisors and training officers in placing students in Directed Study courses appropriate to the agency, the individual, and approved office or service career systems as they are developed.

e. Supervisors shall:

- (1) Approve or disapprove employee requests for Directed Study training. This includes both required and voluntary courses.
- (2) Justify the expenditure of Government funds for training by assuring that all training approved will result in a benefit to the agency through improved employee performance or increased employee utility.

905. COURSE AVAILABILITY. Directed Study course descriptions are contained in the FAA Catalog of Training Courses, which will be maintained on file in each agency office and facility.

906. ENROLLMENT BY FAA PERSONNEL. FAA personnel may enroll in Directed Study courses in accordance with local procedures. (See paragraph 904.e.)

- a. Courses Directly Pertaining to Job Requirements. FAA personnel may enroll in any FAA Directed Study course which directly pertains to their job requirements, except courses specifically restricted by agency policy or by office, service or regional directives. Such limitations are included, with special enrollment information, in the FAA Catalog of Training Courses.
- b. Courses Not Directly Pertaining to Job Requirements. FAA personnel may enroll in Directed Study courses not directly pertaining to their specific work provided all of the following conditions are met:
  - (1) Justification must be made as to why the enrollee needs such training at this time.

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- (2) Written approval is provided by the enrollee's supervisor.

Note: All enrollments are subject to approval of the Superintendent, FAA Academy, based upon FAA capabilities, course prerequisites, etc.

907. ENROLLMENT PROCEDURE FOR FAA PERSONNEL. AC Form 3145-2, Directed Study Enrollment Application, shall be used for requests to enroll in FAA Directed Study courses. These forms should be stocked at each agency facility. Local procedures governing the approval of requests for Directed Study training should be followed (see paragraph 904.e.) and the completed form submitted to the FAA Aeronautical Center, Attention: AAC-911, P. O. Box 25082, Oklahoma City, Oklahoma. (Exception: All enrollments for Management Improvement Through Team Study (MITTS) courses shall be forwarded to the appropriate Training Program Management Officer.)
908. ENROLLMENT BY NON-FAA PERSONNEL. Personnel of other Government agencies, the military services, state and civil aviation organizations, and foreign countries may enroll in courses as FAA resources permit. Requests for enrollment of foreign students in Directed Study courses shall be made through the Office of International Aviation Affairs. Requests for enrollment of all other non-FAA personnel shall be forwarded to the Superintendent, FAA Academy, for appropriate action. Reimbursement charges will be made in accordance with agency policy.
909. FINAL EXAMINATIONS FOR DIRECTED STUDY COURSES.
- a. Where a final examination to be taken under supervision has been established for any Directed Study course, any student desiring credit for completion of such course must take the supervised final examination and attain the minimum passing score required.
  - b. The FAA Academy will implement this policy by assuring that a supervised final examination package is forwarded at the appropriate time to the student's supervisor for administration to the student and return to the Academy.
  - c. The student's supervisor, as shown on the Directed Study Enrollment Application (AC Form 3145-2), will insure that time, space, and supervision are made available to the student for the purpose of taking the final examination. He will also insure the security of the examination and examination process.
  - d. Regions, Centers, and the Office of Personnel and Training should appoint examiners to administer the examinations at the Office, Regional, Center, facility, or sector level as required.
910. - 999. RESERVED.



## CHAPTER 10. ON-THE-JOB TRAINING

1001. DEFINITION. On-the-job training is planned training conducted at a work site by the supervisor or his designee. This type of training provides direct experience in the work environment in which the employee is performing, or will be performing, his job.
1002. BACKGROUND. Agency supervisors will frequently find it advisable or necessary to conduct or arrange for on-the-job training. This type of training may be used effectively in training the following groups:
- a. New or "transferred" employees;
  - b. Employees assigned new tasks;
  - c. Employees responsible for new systems and procedures;
  - d. Employees whose proficiency in their present jobs needs improving; and
  - e. Employees preparing or qualifying for certification and/or rating.
1003. RESPONSIBILITIES. The various responsibilities for training are included in Chapter 2 of this Order and should be referred to in conjunction with on-the-job training. In addition to these, certain specific responsibilities relative to on-the-job training are outlined below:
- a. Office of Personnel and Training. The Director of Personnel and Training, in response to the needs presented by offices and services, provides continuous staff assistance and guidance on all agency on-the-job training. This includes responsibility for the management of developmental effort and for the evaluation of the effectiveness of training methods and techniques used. Further, in concert with the Directors of offices and services concerned, he will:
    - (1) Establish overall policies and procedures to ensure uniform and effective agency on-the-job training;
    - (2) Indoctrinate all personnel concerned with the concepts, scope, objectives and training methods pertinent to on-the-job training;
    - (3) Maintain appropriate liaison with offices and services on all on-the-job training matters to assure that they are consistent with operational needs; and
    - (4) Ensure that necessary training is provided for all supervisory personnel involved in on-the-job training.

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- b. Directors of offices and services are responsible on an agencywide basis for:
- (1) Establishing specific programs and procedures relative to on-the-job training in their respective functional areas consistent with established overall policies and procedures;
  - (2) Assuring the accuracy of the technical content of on-the-job training material for their respective functional areas;
  - (3) Assisting in the development and maintenance of Job Training Standards for the major job specialties in their offices and services; (See Chapter 3.)
  - (4) Presenting and supporting valid on-the-job training needs, as reported by Regional and Center Directors, through procedures described in Chapter 4; and
  - (5) Reviewing, evaluating, and initiating updating of on-the-job training as required.
- c. Regional, Center, and Office and Service Directors are responsible for effective on-the-job training for their personnel. They will assure themselves that on-the-job training is being economically accomplished and is in consonance with the agency's mission and their employees' needs. They will also assure:
- (1) Acceptance of on-the-job training at all levels of management as an integral part of the mission of each activity;
  - (2) Effective administration and control of on-the-job training;
  - (3) The periodic review, evaluation, and reporting of on-the-job training to determine its status and effectiveness within their areas of responsibility; and
  - (4) That requests for the development of specific on-the-job training courses are forwarded to the Directors of offices and services concerned for possible agencywide adoption.
- d. FAA Academy and Management Training School.
- (1) To assure uniform coverage of specific subject matter and the development of adequate training materials and instructor guides, the FAA Academy and the Management Training School are responsible for developing and issuing to the field offices concerned complete on-the-job training packages as requested by the interested services and approved by the Director of Personnel and Training.

- (2) The FAA Academy is also responsible for providing standardized on-the-job training Instructor Training programs.
- e. Training Program Management Officers. Training Program Management Officers, under delegation from their Regional or Center Directors, are responsible for:
  - (1) Orienting management and supervisory personnel relative to on-the-job training concepts, scope, objectives, and training techniques employed in their jurisdictions;
  - (2) Assisting in implementing on-the-job training needed in their jurisdictions;
  - (3) Consolidating, with operating personnel, requirements for on-the-job training materials, supplies, and special training;
  - (4) Evaluating the effectiveness of on-the-job training in their Regions or Centers;
  - (5) Advising the Regional Directors of their Regions or Centers, on the status of on-the-job training and recommending improvements; and
  - (6) Counseling supervisory personnel on trainer-trainee relationships and methods of training on the job.
- f. Supervisors. Each supervisor is responsible for:
  - (1) Providing necessary on-the-job training for his personnel;
  - (2) Conducting any required oral, written, and performance tests necessary to evaluate job proficiency development;
  - (3) Maintaining and issuing the necessary training records for his employees; and
  - (4) Certifying, as necessary, and reporting the completion of on-the-job training.

#### 1004. RECORDS AND REPORTS.

- a. Records. At the facility level, required training records shall be limited to those necessary to indicate the scope, nature, and program of on-the-job training within an operating section.
- b. Certificates. When an employee successfully completes an on-the-job training course, he will receive a Certificate of Training, FAA Form 3100-2, and a copy will be forwarded to the appropriate

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Training Program Management Officer for inclusion in the employee's official personnel folder. FAA Form 3100-2 will only be issued for the successful completion of on-the-job training courses which are in excess of eight (8) hours in length. (When an FAA Form 3120-1 is used, FAA Form 3100-2 will not be issued.)

- c. Reports. All on-the-job training should be reported by the Training Program Management Officer in accordance with instructions contained in agency Handbook 1800.9B, Personnel and Training Program Progress Reporting System, and related instructions.

1005. - 1099. RESERVED.

## CHAPTER 11. OUT-OF-AGENCY TRAINING

1101. DEFINITIONS. In this chapter, out-of-agency training may be specified as "Government" or "Non-Government." The term "Out-of-Agency Training," when used without qualification, applies to both types.

- a. Government Out-of-Agency Training. This term refers to courses given by Federal Government agencies other than FAA, whether or not a fee or tuition is charged.
- b. Non-Government Out-of-Agency Training. This term means training conducted by a non-Federally employed person or persons, or under the sponsorship or auspices of a non-Federal organization, including state and local Government agencies, or public or private companies, associations, foundations, etc., whether or not a fee or tuition is charged.

1102. SCOPE. This chapter applies to all out-of-agency training provided by the agency for all FAA civilian employees. It does not apply to training which employees pay for themselves and take on their own time.

- a. Military Personnel Exempt. Military personnel on duty with the agency are exempt from the requirements and restrictions of the Government Employees Training Act. However, FAA payment for out-of-agency training for such personnel is permitted under the Federal Aviation Act. Training needs of military personnel in the agency, therefore, shall be an integral part of the agency training program. When determining needs, the requirements of the position shall be given priority, and selection of the incumbent made without regard to whether he is a civilian or military employee.
- b. Processing Requests for Training FAA Military Personnel. Procedures set forth in paragraph 1111. shall be followed when processing requests to provide out-of-agency training for military personnel on duty in the FAA.

1103. APPROVING AUTHORITY.

- a. Types of Approval.
  - (1) Administrative. This means certification as to availability of contractual funds, and compliance with applicable policies and regulatory requirements, and other limitations as contained in paragraphs 1104.b. and c., 1105., 1106., and 1107. of this chapter.

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- (2) Operational. This refers to approval of a request for out-of-agency training on the basis that it relates to the employee's present or planned assignments, and approval to release the employee from his regular duties as may be required for attendance at the proposed training, and as otherwise prescribed in paragraph 1104.a.

b. Authority to Approve Requests for Out-of-Agency Training.

- (1) Washington Headquarters. All requests for approval of out-of-agency training shall be routed for operational approval through the appropriate office or service head or his designee. If operational approval is granted, the request shall be forwarded to the Director of Personnel and Training, or his designee, for administrative approval, and for contractual action.
- (2) Regions and Centers. All requests for approval of training shall be routed for operational approval through the appropriate division chief, or designees. If operational approval is granted, the request shall be forwarded to the Regional or Center Training Program Management Officer for administrative approval, and for contractual action.

c. Limitations on Approvals.

Regional and Center Directors, or their designees, are authorized to approve and to contract for locally arranged out-of-agency training without limitations on hours of instruction or costs for tuition and related expenses except for:

- (1) Training involving aircraft flight hours.
- (2) Training outlined in paragraph 1103.e. below.

d. Training Involving Aircraft Flight Hours.

All training involving aircraft flight hours will be arranged and funded for by the Superintendent, FAA Academy.

e. Requests Which Must be Forwarded to the Director of Personnel and Training After Local Approval.

- (1) Requests for training personnel which exceed eighty-nine (89) consecutive days, or 520 course hours.
- (2) Requests for training in courses of instruction, announced by the Director of Personnel and Training, over which centralized control must be exercised because of the limited number of spaces available or course costs.

- (3) Requests for training that falls within the purview of paragraph 13 of FAA Order 3330.7B dated 10/23/68, "Executive Personnel Board -- Functions and Procedures."

1104. WHEN OUT-OF-AGENCY TRAINING MAY BE USED.

- a. Determinations required. Requests for out-of-agency training may be approved when the operational approving official has determined that:
- (1) The training is directly related to the employee's duties, or duties which he is being prepared to undertake;
  - (2) Adequate training through FAA courses is not reasonably available; and
  - (3) Appropriate consideration has been given to the existing, or reasonably foreseeable, availability and use of already fully trained employees.
- b. "Reasonably Available" Criteria. Training will be considered not reasonably available when:
- (1) Existing FAA programs will not meet the need; or
  - (2) New programs will not be operating soon enough to meet the need; or
  - (3) In the case of non-Government training, inquiry to the Director of Personnel and Training fails to reveal suitable training available in other Government agencies; or
  - (4) Use of FAA programs will be more expensive (considering transportation, per diem, employee time, and similar factors) than out-of-agency training.
- c. Substitutes for FAA Courses. Out-of-agency training courses may be used as substitutes for FAA courses when approved by the Regional Director; Directors, NAFEC, Aeronautical Center; and the Director of Personnel and Training; or their designees; as appropriate. Training Officers should carefully consider course content and cost/effectiveness before recommending approval of out-of-agency substitute courses.
1105. SELECTING AN OUT-OF-AGENCY TRAINING FACILITY. Out-of-agency training shall be used only when training in Government facilities is not reasonably available or adequate to meet the requirement. The principal criterion for selecting an out-of-agency facility to train agency personnel shall be that facility's ability to meet the agency's training needs (in the specific area desired) effectively, economically, and at or near the time needed.

- a. Best Available. The least expensive facility need not be selected, but cost shall be considered. If two or more schools are equal in all other factors, contracts for training should go to the facility offering the lowest price.
- b. Prohibited Facilities. Training facilities will not be used when doing so violates prohibitions set forth in paragraph 1107. of this chapter.

1106. LIMITATIONS ON USE OF NON-GOVERNMENT TRAINING.

- a. One Per Cent Limitation. Unless specifically approved, the total man-years of non-Government out-of-agency training provided by the agency in any fiscal year shall not exceed one per cent of the total number of man-years of civilian employment for the agency in the same fiscal year. This limitation applies within each region or center, and adequate controls must be maintained to ensure that it is not exceeded. Requests to exceed this limitation shall be addressed to the Director of Personnel and Training.
- b. One Year Pre-Training Service Requirement. An employee having less than one year of current, continuous civilian service in the Government shall not be provided non-Government training unless the Administrator (or his designee) determines that such training for such employees is in the public interest. Recommended criteria for such determination are given in paragraph 1110. of this chapter. Such determination for Air Carrier Operations Inspectors was made on March 14, 1961, and is continued by this chapter.
- c. One Year in Ten. In the first 10 years of total civilian service following the date of his initial entry into Government service, and in each such 10-year period of service thereafter, the total length of non-Government out-of-agency training provided to each employee shall not exceed one year. Training time not used during any ten year period may not be carried over for use during succeeding ten year periods.
- d. Waiver of Limitations. The approving officials designated in paragraph 1103.b. may waive the limitations set forth in 1106.a., b., and c. above when the non-Government out-of-agency training:
  - (1) Does not exceed 40 hours in a single program; or
  - (2) Is provided by a manufacturer as part of a normal service incident to initial purchase or lease of equipment by the Government; or
  - (3) Is provided through correspondence course(s); or
  - (4) Requires no tuition, fee or charge other than for course materials.



- e. Requests for Additional Waivers. When an approving official considers an additional waiver to be in the public interest, he shall request such waiver of the Director of Personnel and Training. Some of the types of non-Government training the postponement of which may be found to be contrary to the public interest are enumerated in Paragraph 5-4 of Chapter 410 of the Federal Personnel Manual. The requests shall be in writing, shall include justification of "public interest," and shall be made sufficiently in advance of the proposed beginning date of the training to provide for a careful evaluation of the request, or not less than 10 days in any case.

1107. PROHIBITIONS ON OUT-AGENCY TRAINING.

- a. National Security Considerations. Appropriated funds shall not be used to provide non-Government out-of-agency training by, in, or through an individual, a facility, or an institution teaching or advocating the overthrow of the United States Government by force or violence, or by or through an individual if, based on legal investigation, there exists a reasonable doubt as to his loyalty to the United States.
- b. Outside United States. Out-of-agency training which requires the trainee to travel outside the United States shall be approved in advance only by the Director of Personnel and Training, except that this shall not apply to training flights originating and ending in the United States territory but made partly over the "high seas" or partly over foreign territory. Nor does it apply to training travel originating and ending in United States territory but passing over or through foreign or international territory or waters.
- c. Lobbying or Political Facilities. The agency shall not provide out-of-agency training through any facility which is either, (1) attempting to influence the passage of legislation, or (2) participating in any political campaign of any candidate for public office.
- d. Academic Degrees. The agency shall not provide out-of-agency training for an employee solely for the purpose of obtaining an Academic degree or degrees. This prohibition does not preclude providing training in a degree-granting institution, nor does it prohibit an employee from earning and accepting academic credit, if such training is otherwise warranted.
- e. Promotion Qualification. Out-of-agency training, to prepare an employee to fill a position by promotion, shall not be provided by the agency if there is another agency employee of equal ability and suitability who is fully qualified to fill such position and is available at, or reasonably near, the place or places where the duties of such position are to be performed.

- f. Use of Segregated Facilities. Out-of-agency training for FAA employees shall not be provided by, in, or through an individual, a facility, organization, agency, institution, or association which practices discrimination based on race, color, religion, sex, or national origin.
1108. CONTRIBUTIONS, AWARDS, AND PAYMENTS FROM NON-GOVERNMENT SOURCES. The requirements of agency Handbook 1500.14 shall be complied with in full. In addition, agency employees shall be fully notified of their individual responsibilities if such contributions, awards, or payments are offered to them by non-Government activities or individuals.
1109. RECORDS. Part III of FAA Form 3000-3, Request for Out-of-Agency Training," shall be completed when the employee finishes the training, and shall be made part of his personnel file.
1110. WAIVER OF ONE YEAR CURRENT CONTINUOUS CIVILIAN SERVICE. The following criteria are recommended:
- a. The training is essential to protection of life and/or property, or to security or law-enforcement activities required of the employee.
  - b. New job requirements (originating after the employee entered on duty with the agency) demand training which may be secured only through out-service sources, or such out-service sources provide training equal to that available through in-service sources but at considerably less cost in time and money.
  - c. The proposed trainee is in a position for which higher minimum rates are currently established under provisions of 5 U.S.C. 5303. See Chapter 530 of the Federal Personnel Manual for a listing of such positions.
  - d. Work-study participants shall be approved in advance for waiver of this requirement when their program is approved. Thereafter, the requirement may be waived for an incumbent in such an approved program.
1111. PROCEDURES. FAA Form 3000-3, "Request for Out-of-Agency Training," shall be used in processing requests for out-of-agency training. This form combines the approved "Request for Out-of-Agency Training" and "Agreement to Continue in Service of Agency." (See Appendix 6.) FAA Form 3000-3 is stocked at the FAA Depot under Federal Stock No. 0052-611-4001, and the unit of issue is a sheet.

1112. GUIDELINES ON PAYMENT OF TUITION, RELATED EXPENSES, AND TRAVEL COSTS.

Out-of-agency training requests are normally reviewed and approved on a course-by-course basis. This is necessary since the determination of the appropriateness of the training depends upon the degree to which that training is related to an individual's job or anticipated duties, and whether or not the other provisions of this chapter are satisfied. For this reason, a course may be appropriate for one individual in a particular position and inappropriate for another person in another position.

When special programs of study are approved for employees, as described in paragraph 102.c. of this Order, the agency may pay for the expenses of courses not ordinarily approved on a course-by-course basis providing the overall content and objective of the program relate to the anticipated mission-related assignments of the employee.

A request for out-of-agency training requires both administrative and operational approval (see paragraph 1103.). A request may have been approved operationally but if tuition or travel costs are involved, administrative approval may be denied due to lack of funds. When such a situation exists, the training requirement must be deferred until both operational and administrative approvals may be granted. Both approvals are required for an out-of-agency training request to meet the provisions of this chapter. However, once the training is approved, the agency should be consistent in the payment of tuition costs, travel costs, etc. Therefore, once the determination is made that the training is appropriate and the training is approved, the following guidelines will apply for the payment of tuition and related expenses and any travel costs involved.

- a. Attendance at Government Out-of-Agency Training. Employee attendance is normally during duty time in a duty status and all tuition and travel costs, if any, will be paid by the agency. If funds are not available to pay for the training or related expenses, the training shall be deferred.
- b. Attendance at Non-Government Out-of-Agency Training.
  - (1) On the Employee's Own Time. If the training or educational course is approved, the agency will pay all tuition costs and the related expenses, i.e., books, lab fees, registration fee, etc. If funds are not available, administrative approval shall be withheld.
  - (2) On Duty Time In a Duty Status. For an employee to attend out-of-agency non-Government training in a duty status, the training must be approved, and, if approved, the agency will pay all tuition costs and related expenses. If the employee's attendance at the approved training requires travel, the employee will be issued official travel orders.

If funds are not available, the training shall be deferred.

NOTE: Partial payments are not authorized since they may result in non-uniform treatment of agency employees. However, if training is approved but must be deferred because of lack of tuition funds only, and the employee desires to take the training at his own expense, he should be afforded other benefits for approved training, such as attending on duty time if possible.

1113. COMPTROLLER GENERAL DECISION. Comptroller General Decision No. B-143118, which concerns the advance authorization for training in non-Government facilities as a requirement for the payment of the training expenses therefor, should be carefully reviewed by approving officials, supervisors selecting employees for out-of-agency training, and employees assigned to out-of-agency training.

1114. - 1199. RESERVED.

## CHAPTER 12. AGREEMENTS TO CONTINUE IN SERVICE AFTER TRAINING

1201. DEFINITIONS.

- a. Agreement to Continue in Service After Training. A written contract, hereinafter referred to as the Agreement, by which an agency employee obligates himself to remain with the agency for a specified period of time in exchange for training provided him by the agency.
- b. Non-Government Training. Training by, in, or through non-Government facilities, person, or persons.
- c. Length of Training. Time in training shall be computed in units of one hour and applied as follows:
  - (1) Full-time non-Government training shall be computed at the rate of 8 hours per day for a maximum of 40 hours per week.
  - (2) Part-time non-Government training shall be computed on the basis of the number of hours actually in class, or under the instructor's direct supervision, or both.
- d. Additional Expenses. This term is used in conjunction with employee liability for cost of non-Government training. It includes all authorized costs for the training which are borne by the agency except salary, or pay.

1202. WHEN AGREEMENTS ARE REQUIRED.

- a. Agreements to Continue in Service are required for all non-Government training paid by the agency which is in excess of 80 hours or two weeks in length.
- b. An employment and transportation agreement is required when an employee relocates, and this applies to relocation for training whether Government or non-Government. (See paragraph 322. of DOT Order 1500.6 dated 8/2/72, and paragraph 1208. of this Order.) The following paragraphs 1203. through 1207., and 1209. of this Order apply only to the Agreement to Continue in Service After Training.

1203. POST-TRAINING SERVICE CRITERIA.

- a. Following Normal Cost Training. The Agreement will obligate the employee to remain with the agency for the period of training plus a post-training period of work equal to three times the length of the period of training.
- b. Post-Training Service Begins. The obligated period of post-training service begins on the first work day after the training is completed. It includes all work days thereafter in which the employee is in a pay status, except that credit for this purpose is limited to five days (40 hours) per calendar week.

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- c. Total Days of Training Less Than a Whole Figure. When the time in training is in a number of days plus a fraction of a day, the total time shall be computed to the next higher full day.
  - d. Post-Training Service Interrupted by Subsequent Training Periods. Time spent in subsequent training programs, for which another Agreement is required, may not be credited to periods of obligated service an employee may have incurred previously.
1204. EXECUTING AGREEMENTS. Regional Directors are authorized to execute Agreements within their respective organizations. The Directors of the Aeronautical Center, NAFEC, and of the Office of Personnel and Training are authorized to execute Agreements for personnel serviced by their personnel offices.
- a. Redelegation. This authority may be redelegated to the lowest supervisory level that each official designated above deems necessary for the orderly and timely conduct of business.
  - b. Procedure. The reverse side of FAA Form 3000-3, "Agreement to Continue in Service of Agency, (See Appendix 6), shall be properly executed by the trainee and for the agency before the trainee actually begins his training. A single Agreement will cover one or more phases of training when such phases cover an unbroken period. Agreements shall be executed in duplicate (or more copies if required by procedure). The trainee shall sign all copies of the Agreement in the presence of the official acting for the agency. After the Agreement has been executed, one copy will be filed in the trainee's personnel folder, one will be given to the trainee, and other copies disposed of as required by local procedure. Phases of training separated by periods of on-the-job duty will be covered by separate Agreements.
1205. AUTHORITY TO WAIVE RIGHTS OF RECOVERY. Regional Directors, Directors, Aeronautical Center, NAFEC, and the Director of Personnel and Training, are authorized to grant waivers of Government recovery rights, release individuals from Agreements, and/or enforce the provisions of Agreements in cases where Agreements have been violated. Such authority may be redelegated to the Division Chief or equivalent level. All such waivers must be in writing.
1206. ESTABLISHING ADMINISTRATIVE PROCEDURES. Regional Directors, Center Directors, and the Director of Personnel and Training, shall establish within their organizations procedures sufficiently detailed to ensure that Agreements are executed properly before trainees actually embark on training, and to further ensure that Agreements are administered fairly and enforced promptly and equitably if violated. These procedures shall include:

- a. Designating Responsible Positions. The positions to which authority is delegated for executing, enforcing, and administering Agreements shall be designated in writing.
- b. Maintaining Violation Records. Each violation of an Agreement will be documented. This will include a statement of action taken, maintaining a file of such cases, and providing information to the Director of Personnel and Training.

1207. GUIDELINES FOR ADMINISTERING AGREEMENTS TO CONTINUE IN SERVICE.

- a. Involuntary Separations. The Agreement will be canceled and right of recovery waived when the employee is separated involuntarily for reasons beyond his control and not because of misconduct or personal delinquency, during the training or the post-training obligated service period. For purposes of the Agreement, an employee who resigns when circumstances show that the resignation is an election to resign rather than submit to separation procedures, (and there is a record of preliminary personnel action on file), will be considered as an involuntary separation, provided that the reason for his pending separation is not misconduct or personal delinquency.
- b. Orders to Military Service. Orders to report for military service (other than training duty) will be sufficient reason for waiving the Government's right to recover, if such orders are received by the trainee during the period of his training or obligated post-training service. The trainee is responsible for submitting proof (a copy of his orders with reporting endorsements) if he is to secure a waiver of obligation.
- c. Transfer to an International Organization. Separation from the agency, with agency consent, for the purpose of accepting employment with an international organization of which the United States is a member, will be considered grounds for waiving the right to recover, if such employment is deemed to be in the public interest: for example, where an employee transfers to a position in which he will provide constructive services in furthering the civil aviation program.
- d. Transfer to Another Government Agency. The Agreement obligates an employee to notify the agency at least 10 working days in advance of the proposed date of transfer if he plans to transfer to another Government agency during his period of obligated post-training service. This notification shall be in writing to the appropriate personnel office, and shall be in addition to normal personnel

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actions. If he so notifies the agency, he shall be advised in writing before the date of his transfer, whether the agency will, or will not, waive the Government's right to recover the agency's additional expenses for his training. If he does not so notify the agency, he automatically becomes liable to the Government FOR THE AMOUNT OF ADDITIONAL EXPENSES OF HIS TRAINING. Normally, the employee would be expected to discharge his obligated service to the agency; however, the agency officials designated in paragraph 1205. may waive the Government's right of recovery, and the remainder of the employee's service obligation transferred to the gaining Government agency or organization, when it would be against equity and good conscience or against the public interest, to require payment of the additional expenses at the time of the transfer to another Government agency or organization. In other instances, the employee shall be notified in writing, prior to the date of his entrance on duty in another Government agency or organization, that he must reimburse the Government in full or on a pro rata basis for additional expenses incurred in his training. Payment may be required under circumstances such as the following:

- (1) The employee's new job will not require that he make reasonable use of the training in which the Government has invested. For example, the employee has received training in a specialized subject matter area which is not transferable to the job to which he will be assigned.
  - (2) There is satisfactory evidence that the employee had no intention of continuing in the service of his agency when he signed the Agreement.
- e. Liability in Voluntary Separation. When an employee voluntarily leaves the service of the agency during a period of obligated post-training service, he immediately becomes liable to the Government for the additional expenses of his training, except as set forth in subparagraphs 1207. c. and d.
- f. Method of Collection. Collection will be made by withholding the actual amount of additional expenses from any monies due to the employee from the agency, or by other procedure consistent with collection methods provided by statute or regulation. The accounting office which services the personnel office taking the action will collect the amount due.
- g. Amount of Additional Expenses to Repay. The Government's right of recovery will be enforced for the entire amount of additional expenses for training unless there is a waiver action (paragraph 1205.).
- h. Determining Waiver of Right of Recovery. Each official listed in paragraph 1205. may waive the Government's right to recovery when he determines that waiver action is fair and in the public interest.



- i. Initiating Request for Waiver. Employees with obligated service who leave the agency will be advised of their right to request a waiver of the Government's right to recover; that the request must be made in writing; to whom such request should be addressed; and the grounds on which determination to waive recovery rights will be made. They will be further advised that the employee is responsible for submitting any request for waiver at least 10 working days before the effective date of his separation from the agency. The employee's supervisor is responsible for making a reasonable effort to advise the employee of his right to request a waiver.
1208. ADMINISTRATION OF EMPLOYMENT AND TRANSPORTATION AGREEMENTS. Officials listed in paragraph 1205. of this Order, supervisors, and employees should carefully review the provisions of paragraph 322. of DOT Order 1500.6 (Appendix 1 of FAA Order 1500.14 dated 9/12/72) which governs the administration of employment and transportation agreements required when an employee relocates, which are also required when an employee relocates for training whether Government or non-Government.
1209. ENTRY IN PERSONNEL RECORD. If an Agreement is violated, a statement to this effect will be placed on the SF-50, Notification of Personnel Action. This statement will confirm that an unfulfilled Agreement exists; will specify the amount of the unexpired term of the Agreement; will mention whether or not the agency has waived or will waive the Government's right of recovery; and will note the amount of money waived or due the Government.
1210. - 1299. RESERVED.

## CHAPTER 13. EVALUATION OF TRAINING PROGRAMS

1301. PURPOSE. This chapter establishes policy, procedures, standards, and guidelines for the evaluation of agency training, the consideration of evaluation findings, and the implementation of actions recommended as they relate to improvement of the training program.
1302. DISCUSSION. The ultimate goal of all training is to develop the abilities of the work force so that the functions of the agency are performed expertly and at minimum cost. The primary goal of evaluation is, therefore, to determine whether or not this is being accomplished. In the final analysis, successful evaluation must be the result of an assessment and comparison of employee competence before and after training. However, evaluation at each step in planning and implementation is necessary in order to make timely adjustments to the program.

When a training evaluation process is considered, it is most generally associated with a separate effort conceived and executed after training is completed. Some of this type of formal evaluation must periodically be done. However, agency training must be designed and conducted to respond to ever-changing needs and emphasis and to dynamic growth, change, and advances in technology in the aviation industry. Advancements in educational principles, methods, and standards should be incorporated into our teaching. Cost considerations must be applied course by course. Activities which support and are an adjunct to training, such as requirements identification, consolidation, and budgeting; programming and scheduling; documentation and reporting; etc., must be efficiently and effectively carried on simultaneously with the training itself. These are some of the factors which demand that the evaluation process be treated as an integral part of each element of the total training process.

Therefore, the agency evaluation program is viewed as encompassing separate and continuous evaluative efforts in the form of self-appraisal and self-assessment on the part of all segments and individuals engaged in the administration of the training program. These efforts take effect from the first identification of the training need, through the development of the training proposal, training plan, and training course, the conduct of the course and the administration of support services and related activities, to the determination of the trainee's increased competence and the adequacy of the training in terms of meeting the operational requirement.

These separate and continuing efforts are assisted and strengthened, under this concept of evaluation by a) training program standards to be used as benchmarks in evaluating program performance, effectiveness, and achievement, b) periodic formal evaluations conducted by Office of Personnel and Training on-site survey teams, c) periodic

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formal evaluations to determine the applicability of training to job requirements conducted by the appropriate Headquarters office/service, d) periodic formal evaluations conducted by Regional and Center training offices under the direction of the Training Program Management Officer, and e) survey team reports of findings and recommendations for use by training organizations and appropriate offices/services in program improvement and future planning.

This total training evaluation program is described in the following paragraphs.

1303. OBJECTIVES. The goals of the agency training evaluation program shall be to:

- a. Develop, maintain current, and use training program standards to set standards of quality and effectiveness, communicate program goals and objectives, and accomplish objective program reviews.
- b. Determine whether or not the objectives of the training courses are consistent with the mission of the agency, if they are being reached in the most effective and economical way and, if not, what changes should be made.
- c. Determine whether or not training programs are being administered in a standardized and consistent manner, in compliance with applicable laws, regulations, policies, procedures, and program goals and, if not, what corrective action should be taken.
- d. Review and analyze program progress and achievement against established goals and objectives.
- e. Assess the use of delegated training authorities and determine the need for change if any.
- f. Review and analyze the validity of established training program standards and recommend changes if required.
- g. Review the effectiveness, and encourage the use, of self-evaluation programs by all segments of the training organization.

1304. POLICY. To achieve these objectives, training program standards will be formulated and transmitted to all those involved in agency training program administration. The standards will be periodically evaluated and updated. Responsibility for gauging performance and achievement against the standards shall be two-fold. Regions, Centers, Offices and Services should carry on continuous programs of self-appraisal and assessment. Training evaluation is a responsibility shared by all agency organizations. While not limiting, training organizations have a primary responsibility to evaluate the training processes. Service and operational organizations have a primary responsibility for evaluation at the work site to determine if job requirements are being

met. The Office of Personnel and Training will conduct periodic evaluations of training processes in all Regions and Centers.

1305. STANDARDS. The evaluation and review of training can become highly subjective in the absence of standards. Too much subjectivity can minimize the value of findings and recommendations, and fail to provide the basis for objective corrective measures. Also, agency training will be subject to periodic review and evaluation by activities external to the agency as well as internal. To provide the appropriate climate for an impartial review, therefore, training program standards shall be designed to be objective in nature and functional in any situation.

The standards will consist of three parts:

- a. Part 1 - Training Program Standards for Centrally-Conducted or Administered Training Programs.
- b. Part 2 - Training Program Standards for Training Programs Conducted or Administered in the Field.
- c. Part 3 - Training Program Standards for Agency-Conducted Training Courses.

1306. PART 1 - TRAINING PROGRAM STANDARDS FOR CENTRALLY-CONDUCTED OR ADMINISTERED TRAINING PROGRAMS. Program elements, goals, and standards for training programs conducted or administered centrally are contained in Appendix 7 of this Order. This guide is applicable to the operations of agency training centers such as the FAA Academy and the Management Training School, and to programs of the Management and General Training Division. These centers of training should prepare training evaluation plans, including control of evaluative actions, as soon as possible for implementation locally to provide for a continuing review and analysis of each element in the standards.

1307. PART 2 - TRAINING PROGRAM STANDARDS FOR TRAINING PROGRAMS CONDUCTED OR ADMINISTERED IN THE FIELD.

- a. Standards. Program elements, goals, and standards to be used for regionally-conducted or administered training programs are contained in Appendix 8 of this Order. Regions, Centers, and the Office of Personnel and Training should prepare evaluation plans, including schedules of evaluative actions, as soon as possible for implementation locally to provide for a continuing review and analysis of each element in the standards.
- b. Forms. Two forms are provided for use in evaluating instruction and courses. FAA Form 3030-3 may be used to evaluate instruction, and FAA Form 3030-4 may be used to evaluate courses. (See Program

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Element No. 5, paragraph f, and Program Element No. 7, paragraph f, in Appendix 8 of this Order. These forms are stocked at the FAA Depot and the unit of issue is a sheet. FAA Form 3030-3 is stocked under Federal Stock No. 0052-807-0000, and FAA Form 3030-4 is stocked under Federal Stock No. 0052-655-7001. (See Appendices 9 and 10 of this Order.)

1308. PART 3 - TRAINING PROGRAM STANDARDS FOR AGENCY-CONDUCTED COURSES. Program elements, goals, and standards for agency-conducted courses are contained in Appendix 11 of this Order. Regions, Centers, and Headquarters Offices and Services with evaluation responsibilities should use these standards as the basis for assessing all agency-conducted courses in order to assure a common understanding across organizational lines.
1309. FORMAL EVALUATIONS. On a cyclic basis, the Office of Personnel and Training will conduct formal evaluations of training program administration performed by Regional and Center training organizations. The principal method to be used by the Office of Personnel and Training will be the on-site survey conducted by a survey team, and the survey will be based on the appropriate Training Program Standards. The principal method to be used for evaluations by regional counterparts will be the on-site survey conducted by the regional training office staff under direction of the Training Program Management Officer.

To stimulate local evaluation of the program by regions and centers, field personnel and training officers will normally be invited to participate in surveys conducted by the Office of Personnel and Training. In addition, members of training staffs or technical personnel from Washington offices and services may also be invited to participate.

1310. SCHEDULING OF SURVEYS. As a minimum, the total agency training program (both centrally- and regionally-conducted or administered) should be completely evaluated at least once in every three fiscal years. Shorter spot checks of certain elements and aspects of the training program will also be conducted as required. Evaluations will be scheduled on an annual basis at the beginning of each fiscal year.
1311. REPORTS.
- a. Oral Reports. Oral presentations will be made at the conclusion of each survey. An initial presentation will be made to the training staff to provide them with an opportunity to discuss the survey findings in detail. Clarification of any questionable items will be made at this time. Immediately following, the same presentation will be made to the Regional or Center director and his staff, but in a more brief and concise manner.

b. Written Reports.

- (1) A written report will be prepared following the completion of each survey. The report will serve several purposes:
  - (a) Provide a basis for program planning, the correction of deficiencies, and improvement in training program administration by both the Office of Personnel and Training and the field.
  - (b) Provide a record of training program management conditions in the Regions and Centers surveyed for future reference and review in subsequent surveys.
  - (c) For use in the preparation of special reports.
  - (d) For review and use in improving the agency training program evaluation process.
- (2) A summary statement highlighting survey findings will precede the main body of the report. Program statistical data will be included in the report to the extent that such data are significant in evaluation. Program suggestions or recommendations made by the team to a Regional or Center director, or comparable official, or the Training Program Management Officer, will be incorporated in the report. A report of action planned or taken as a result of suggestions or recommendations may be required of the Region or Center concerned.
- (3) Copies of the report will be distributed to the Region or Center surveyed, the divisions of the Office of Personnel and Training, and other interested offices and services of the agency. The organization providing the training and the organization with the training requirement shall consider evaluation findings, along with the Office of Personnel and Training, with the objective of improving the training program as related to the training requirement and reducing costs where possible. Copies of the report sent to the Region or Center surveyed will be accompanied by a letter of transmittal which may indicate specific action desired by agency headquarters and any time limitations imposed for reporting back actions planned or taken as a result of the survey.

1312. APPROVAL OF CHANGES TO STANDARDS. The Director of Personnel and Training is hereby delegated the authority to sign any changes to the Order which are published solely to transmit revisions to the Training Program Standards in Appendices 7, 8, and 11 of this Order.

1313. - 1399. RESERVED.

## CHAPTER 14. TRAINING CERTIFICATES, REPORTS, AND RECORDS

1401. PURPOSE. This chapter provides for the distribution of training completion certificates, interim directed study reports, and final training record reports for Resident, Non-Resident, and Out-of-Agency training.
1402. ASSIGNMENT DATA. At the time the employee is assigned to training, the following data will be included in information furnished to the organization conducting or arranging the training:
- a. Name.
  - b. Course Number and Title.
  - c. Social Security Number.
  - d. Class Number (if appropriate).
  - e. Title and mailing address of supervisor or home facility to receive the grade report and/or training certificate.
1403. PROCEDURES.
- a. FAA Academy Resident and Directed Study Training. For FAA Academy Resident and Directed Study training, one copy of a training certificate will be provided for the employee's personal use. AC Form 3000-36, FAA Academy Resident Training Record, and AC Form 3145-28, Non-Resident Training Record, will be the official documentation of training. These training records will be distributed as follows:
    - (1) Original. The original of AC Form 3000-36 or AC Form 3145-28, as appropriate, will be mailed to the student's immediate supervisor or facility chief (as designated at the time of training assignment) for review and discussion prior to release to the student. The designated supervisor will use the training record to assist in required post-course counseling and appropriate post-training assignments. The mailing envelope should be marked "Official Use Only" and "To be Opened by Addressee Only."
    - (2) Copy #1. A copy will be sent to the Training Program Management Officer for updating training records and for inclusion in the employee official personnel folder.
    - (3) Copy #2. A copy will be sent to the appropriate Regional or Center Division, or Washington Headquarters Office/Service. This copy is for internal use and is not to be sent for filing in the official personnel folder.

- (4) Copy #3. For Airway Facilities and Flight Standards students, a copy will be sent to the Airway Facilities Sector or the Flight Standards District Office, as appropriate, for official certification records. NOTE: For Airway Facilities Directed Study students, all interim grade reports shall be forwarded to them through their respective Sector Managers. The Sector Managers shall forward these interim grade reports to the student within three working days after receipt.
- b. Management Training School Training. For Management Training School students, training records will be distributed as follows:
  - (1) Completion Certificate.
    - (a) Original. The original will be presented to the student at the completion of the course.
    - (b) Duplicate. A duplicate will be sent to the Training Program Management Officer for updating training records and for inclusion in the employee official personnel folder.
  - (2) Student Appraisal Record.
    - (a) Original. The original will be mailed to the student's immediate supervisor or facility chief. The designated supervisor will use it to assist in required post-course counseling and appropriate post-training assignments after which it will be given to the student. The mailing envelope should be marked "Official Use Only" and "To be Opened by Addressee Only."
    - (b) Duplicate. A copy will be sent to the Training Program Management Officer for inclusion on the temporary side of the employee official personnel folder.
- c. Office of Personnel and Training, Regional, Center, Headquarters, and Transportation Safety Institute Conducted Training. Records of this training will be distributed as follows:
  - (1) Completion Certificate.
    - (a) Original. The original will be presented to the student at the completion of the course.
    - (b) Duplicate. A duplicate will be sent to the Training Program Management Officer for updating training records and for inclusion in the employee official personnel folder.



- (2) Student Appraisal Record. If applicable, this record will be distributed in accordance with the requirements for each individual course.

d. Out-of-Agency Training.

- (1) FAA Form 3000-3, "Request for Out-of-Agency Training," will be filed in the employee's official personnel folder to document participation in Out-of-Agency training.
- (2) Centrally-contracted by the FAA Academy.
  - (a) Arrangements will be made by the Academy with the contractor to provide the Academy, within three weeks following the completion of training, notification of each employee's final course grade (or a statement of satisfactory or unsatisfactory completion, if appropriate).
  - (b) Within five working days after receipt, the Academy will notify the appropriate official identified at the time of the employee's assignment to training (paragraph 1402.).
  - (c) Part III of FAA Form 3000-3, "Request for Out-of-Agency Training," will then be completed and forwarded for filing in the employee's official personnel folder in accordance with local procedures.
- (3) Locally-contracted or arranged.
  - (a) Arrangements will be made with the contractor or training source at the time of negotiation for training to provide notification of course completions.
  - (b) Part III of FAA Form 3000-3, "Request for Out-of-Agency Training," will then be completed and forwarded for filing in the official personnel folder in accordance with local procedures.

1404. RESPONSIBILITIES.

- a. The FAA Academy shall record student grades and make timely distribution of training certificates and grade reports for all Academy Resident, Non-Resident, and Academy-contracted Out-of-Agency training.
- b. The Management Training School; the Transportation Safety Institute; the Office of Personnel and Training; and Washington, Regional and Center Headquarters shall distribute, on a timely basis,

certificates and/or grade reports for the courses they conduct or arrange.

c. Supervisors shall:

- (1) Advise employees in their pre-course counseling sessions of the established procedure for distribution of certificates, reports, and records of training.
- (2) Take required action in a timely manner when employee training reports or records are received, and insure that employees are promptly informed.

1405. EXCEPTIONS. Training certificates and/or grade reports will be distributed as outlined above, except as listed below:

a. International Students.

(1) Resident.

- (a) One copy to the student through AAC-4.
- (b) Three copies to AAC-4.

(2) Non-Resident.

- (a) One copy to the student.
- (b) One copy to AIA-250.

b. Military Students. One copy to the student.

c. Other Participants (Government or Non-Government).

One copy to the student.

1406. - 1499. RESERVED.

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CHAPTER 15. SPECIAL AIR TRAFFIC CONTROL TRAINING CONSIDERATIONS

1501. - 1599. RESERVED.

## CHAPTER 16. SPECIAL AIRWAY FACILITIES CONSIDERATIONS

1601. PURPOSE. This chapter establishes criteria and procedures for conducting certain training required to meet the needs of airway facilities employees in other than centralized resident training or by CBI training methods.

1602. SCOPE. This chapter applies to airway facilities courses where training needs exist and where the FAA Academy cannot meet the resident training requirements. This chapter defines methods and criteria which will be used to establish alternate means for accomplishing the training.

1603. BACKGROUND. With the influx of new systems and changes in AF training requirements, there is a need to consider "nontraditional" approaches to meeting ongoing training requirements. The changes here attempt to make training available even when Academy staff or facilities cannot accommodate the field requirements.

1604. TYPES OF FAA ACADEMY-SPONSORED PROGRAMS. Changing needs and technologies have resulted in the identification of several methods which may be used to meet centralized training requirements. These are defined as:

a. Academy-Conducted, Academy Located. Training using Academy materials, instructors, and facilities.

b. Academy-Conducted, Field Located. Training using field facilities and Academy instructors and materials.

c. Field-Conducted, Academy Located. Training using qualified field instructors or field arranged contract instructors, and Academy materials and facilities.

d. Field-Conducted, Field Located. Training utilizing field facilities and qualified field instructors and Academy materials.

As the methods described under paragraphs 1604a and 1604b are consistent with this order, the remainder of this chapter addresses the methods and requirements for conducting airway facilities training courses as described in paragraph 1604c and 1604d.

1605. CRITERIA. In order for a training course to be recognized as equivalent to Academy-conducted training, the following criteria must be met:

a. All enrollments must be made through the CPMIS system under the national course number. The need for field delivery may be identified in the Annual Call for Training Requirements.

b. Courses must be conducted utilizing instructors (contract or FAA) that have successfully completed the required technical training, have current proficiency and/or certification on the system, and have satisfactorily completed Basic Academy Instructor Training (BIT) or Facility Instructor Training (FIT). The Office of Personnel Management Course #17594, Instructor Training, is considered equivalent to BIT or FIT. Other formal instructor training will be evaluated on an individual basis.

c. Suitable facilities (classroom space, laboratory facilities, training aids, etc.) for the training must be available. Academy facilities may be utilized, if available, with the concurrence of the FAA Academy.

d. Standard Academy course material and examinations must be used. Courses listed in the FAA Catalog of Training Courses under the 45000 series are approved field training courses, and have field training packages available.

e. Course and testing integrity must be maintained at all times. Examination security procedures must be defined by the host facility.

1606. DETERMINING FACTORS FOR FIELD CONDUCT. In the event that the Academy cannot meet the funded training requirements of the service, the methods specified under paragraphs 1604c and 1604d may be utilized based upon an evaluation of the criteria in paragraph 1605 and the following factors:

a. The requirements must be reviewed by the Maintenance Engineering Division, APM-100; the regional AF Division training representative will validate requirements and submit them to APM.

b. Revised requirements (revised from the approved annual program) must be submitted by the regional Human Resource Development Officers (HRDO) to the Technical Training Division, APT-300.

1607. PROCEDURES.

a. Establishing the Requirement.

(1) The Annual Call for Training Requirements will continue as the principal way in which requirements for training are identified.

(2) A funded requirement which emerges outside of the Call cycle shall be transmitted by the HRDO with the service. If the regional request is valid, APM will couple it with other known regional requirements for purposes of determining the feasibility of forming a class. APT-300 will notify affected regions and the Academy of its requirement approval or disapproval.

b. Establishing the Class and Obtaining Materials.

(1) The HRDO in the region responsible for conducting the class will be responsible for assuring that all necessary arrangements are made and for certifying that instructors, facilities, and materials meet the criteria in paragraph 1605.

(2) After securing approval to conduct the class as required in paragraph 1607a(2) and at least 90 days prior to scheduled class start, the HRDO will send a message to the Academy certifying the instructors and facilities and requesting necessary materials. A copy of the message will be sent to APT-300 for information and control purposes.

(3) The Academy will send the required number of manuals to the site and establish a class in CPMIS to generate class rosters and provide a medium for inputting the names into the established class. The Academy will also provide all exams required for the class.

(4) The Academy will designate a course manager to assist in course management, administration, and testing.

c. Enrollment. Using the class established in CPMIS per paragraph 1607b(3), the HRDO will make the proper enrollments and, as an adjunct to that activity, assure that students are given reporting and any other information they may need to make travel or lodging arrangements.

d. Testing.

(1) The Airway Facilities Sector (AFS), Assistant Manager for Program Support (AMPS)/Training Officer is responsible for insuring that the examination materials are safeguarded and that testing is conducted in an appropriate manner.

(2) Completed examination papers will be sent to the FAA Academy Course Manager for grading.

(3) The FAA Academy will enter student grades into CPMIS and issue training certificates via the HRDO.

e. Post-Training Activities. Within 30 days of completion of training, the HRDO will forward a brief evaluation of the class, including evaluative data collected from students, and all nonexpendable training materials to the Academy-designated course manager.

1608.-1699. RESERVED.

CHAPTER 17. SPECIAL FLIGHT STANDARDS TRAINING  
CONSIDERATIONS

\* 1701. PURPOSE. This chapter outlines training policy, procedures, standards, and guidelines which pertain only to Flight Standards training.

1702. PROVISIONS FOR IMMEDIATE REVISION OF ACADEMY-ADMINISTERED FLIGHT COURSES.

a. Direct contact between the Flight Standards Service (Division Chiefs or higher) and the FAA Academy may be made in situations when:

- (1) Immediate course revision is necessary to assure the safety of flight operations.
- (2) Revision of flight maneuvers, procedure descriptions, checklists, and manuals is needed.

b. The procedure used in these situations will be:

- (1) The information will be transmitted by the Service through the most expeditious means directly to the Superintendent of the FAA Academy.
- (2) The information that was transmitted to the Academy will be forwarded by the Flight Standards Service to the Office of Personnel and Training within 10 working days of the transmission.
- (3) The FAA Academy will forward a statement of the revision action taken, including any new or revised instructional objectives and/or changes to course length which result, to the Office of Personnel and Training within 10 working days following the action.
- (4) The action taken will be reviewed and forwarded to the Flight Standards Service for concurrence.
- (5) If the action involved an addition, deletion, or modification to instructional objectives, or a change to course length, and it is acceptable to the Flight Standards Service and the Office of Personnel and Training, it will be approved as an addendum to the Training Plan.

1703. - 1799. RESERVED.

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\*Chapter 18. ESTABLISHMENT OF TRAINING COURSES/PROGRAMS -- FAA ACADEMY  
CONDUCTED OR ARRANGED TRAINING

SECTION 1. GENERAL

1801. PURPOSE. This change establishes a twelve-month test of a new course management system. During the test period, the new system will supersede several aspects of the procedures in cancelled Chapters 3., 4., and 5. of this order. If the test proves unsatisfactory, these modified procedures will be cancelled and the previous system reinstated.
1802. SCOPE. These modified procedures apply only to training conducted or arranged by the FAA Academy. The procedures for planning and developing Management Training School, Transportation Safety Institute, F&E contracted equipment training, and regionally conducted or arranged training are contained in Chapter 19. of this order.
1803. BACKGROUND. An effort is underway in the Training Programs Division, APT-300, to update and revise FAA Order 3000.6B, Training. Based on the experience with this order in the six years since it was issued, priority is being given to streamlining the system for identifying training needs and developing training (Chapters 3., 4., and 5., of the order). This new chapter initiates a one-year test of a new process which hopefully will speed up service without sacrificing quality. If the test is successful, the present order will be completely revised to incorporate this new process for all FAA training.
1804. DESCRIPTION OF MODIFIED SYSTEM. The documents required in the new process, changes in the previous system documents, and a discussion of how the test system documents will be used are given below.
- a. Summary of Document Changes.

CURRENT SYSTEM DOCUMENTS	TEST SYSTEM DOCUMENTS
o Job Task Analysis	o Job Task Analysis
o Job Training Standard	
o Job Function Analysis	
o Training Proposal	o Training Proposal
o Interim Training Plan	o Training Development Plan
o Instruction Guides or Notes	o Course Design Guide *



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★	o Lesson Plans	o Lesson Plans
	o Training Plan	o Course Report

- b. Job Task Analysis and Training Proposal. A complete description of procedures is contained in Section 2. of this chapter. Major improvements in the course requirements identification process include the following.
- (1) Office and services are encouraged to seek long-term improvements in training by requesting the Technical Training Branch, APT-310, to develop a job task analysis at an early phase in new equipment or new program development. It is no longer suggested that they attempt job task analyses by themselves.
  - (2) Where a Job Task Analysis exists, the originating office or service should simply cite those tasks in which training is required. Where a Job Task Analysis does not exist or is not feasible, the originating office or service will be required in the Training Proposal to describe only job activities which require training. The office/service will no longer be asked to write complete training outcomes or specify exact knowledge/skill levels. Instead, the exact format and wording will be suggested by the FAA Academy in response to the Training Proposal (or by the contractor in the case of new systems/equipment acquisition).
  - (3) Offices and services will be asked to assign a priority to each training development effort proposed. Clearer priorities are expected to aid the Academy's management process.
- c. Training Development Plan. Section 3. of this chapter modifies and supersedes the previous Chapter 5. Under this modification, the Training Development Plan will be only a work plan for development of the course rather than a complete course control document. The work required of the FAA Academy has been simplified or streamlined as follows:
- (1) Only information needed to approve development of the course will be required in the Plan. It will not be revised or maintained after regular delivery of the course has begun. When a revision of this is directed through a training proposal, a new Training Development Plan will be written. \*

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(2) When job performance requirements are not adequately documented by a Job Task Analysis, a Training Development Plan conference(s) will be held (in person or by phone) between staff members of the originating office/service, APT-310, and FAA Academy representative(s). The purpose of this conference will be to ensure good communication among key experts and to make working decisions about course development. (Training Proposal conferences will normally no longer be held.) The Training Development Plan will document the development plan conference(s), including all decisions and recommendations.

- d. Course Design Guide. Section 4. of this chapter supplements Chapter 6. of this order. To promote uniform controls and course development procedures it requires preparation of a formal document to be known as a Course Design Guide. Course Design Guides will be approved in most cases by the Superintendent of the FAA Academy, and be available through the Technical Training Branch, APT-310, upon request.
- e. Course Report. Section 5. of this chapter requires a Course Report on the course's prototype class. Additional course reports may be requested by APT-310 (or by the office/service through APT-310) at any time after the first report. These subsequent reports will provide up-to-date information on the course, including documentation of any changes not major enough to require new training development plans.

1805. SCHEDULE. The one-year test of this new system will begin upon approval and distribution of this change. At that time, all new course documentation will be prepared in the new format. Documents which are substantially complete in the old format at the time the test begins should be processed to completion in that form. A mid-point review of the test (see paragraph 1807., below) will be conducted by APT-300.

1806. RESPONSIBILITIES.

- a. APT-300 will appoint a test program manager. AAC-900 and each affected office/service will designate a test monitor as soon as the test begins. These test monitors will ensure that all personnel affected by the new system cooperate with the test by providing written comments concerning positive or negative aspects of the system throughout the test period.
- b. Test monitors will keep an up-to-date file of comments, and will call any major problems to the immediate attention of the test program manager. They will supply comments concerning the test to the program manager upon two weeks notice.

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- \* 1807. REVIEW OF TEST. APT-300 will conduct a mid-point review of the success of the test program. At a minimum, an analysis will be made of all the comments collected by the test monitors. If no comments are provided, concurrence with the new system will be assumed. The review will recommend continuation, modification, or cessation of the modified system. If other action is deemed appropriate, all participants will be informed.

1808.-1809. RESERVED.

## SECTION 2. JOB TASK ANALYSIS AND TRAINING PROPOSAL

1810. GENERAL. This section supersedes all of deleted Chapters 3. and 4. and establishes modified procedures for planning and developing FAA Academy conducted or arranged training. It specifically concerns a Job Task Analysis and a Training Proposal, establishes rationale for their use, and provides guidance for their preparation.
1811. BACKGROUND. Agency training is subjected to the same planning and cost/benefit analysis required of all agency programs. The lead time required for identification, acquisition, allocation, and training of personnel is usually equal to that required for the development, procurement, and installation of equipment, and the planning process is equally demanding. The requirement for cost-effective training support makes it essential that early attention be given to programming, budgeting, and identification of job tasks that will require training. Information affecting total numbers of personnel and procurement of training equipment, materials, and a Job Task Analysis must be incorporated into the planning and budget cycles as early as possible prior to operational introduction of the system, equipment, or program. The following procedures are therefore established for the initial, official documentation and identification of training needs for submission to the Office of Personnel and Training.

1812. CONCEPTS.

- a. Job Task Analysis. A Job Task Analysis has several components which delineate and clarify the job to be performed. Each job task must be described in details, including the conditions under which it is performed, frequency of performance and criticality to the mission. Once the tasks and their sequences of performance have been validated, the skills, knowledges and mastery levels needed to accomplish each step must be described. Accomplishment of a meaningful analysis normally requires technical input from the office/service and guidance from a skilled professional trainer. Job Task Analyses should be requested well in advance of the implementation of new equipment or programs. They should also be requested for key job specialities where existing training appears to be inadequate or out-dated. Office/services are encouraged to plan for and request Job Task Analyses as the best means of achieving solid,\*

\* long-term improvements in training. Since job task analyses will often be conducted under contract, the need for them must normally be identified two years in advance during the budgeting process or in original equipment contracts. Because a complete picture of job functions is provided, job task analyses should be developed and used whenever possible.

- b. Training Proposal. A Training Proposal is a formal request for development of a new or substantially revised training course. It may be based on an existing Job Task Analysis, or provide its own job function information. The originating office/service should ensure that the proposal reflects valid agency training needs from a technical standpoint, contains office and service requirements, known requirements of other elements of the FAA, and anticipated non-FAA requirements, before forwarding it to the Director of Personnel and Training for action. Because of the critical nature of FAA training, and the time pressure under which training must frequently be developed and conducted, it is essential that the Training Proposal be developed as thoroughly and accurately as possible with a minimum of delay. The originating office or service may develop the Training Proposal as indicated in paragraph 1814., or it may enter into the development of the proposal as a joint effort within the Office of Personnel and Training. The latter is recommended for all major system acquisitions or modifications, and for complex and involved training needs. In every instance, technical judgements concerning the training need remain the responsibility of the originator, with the Office of Personnel and Training helping to clarify the training need and assuring that any resulting Training Proposal meets the standards established in paragraph 1814 of this chapter.

1813. THE SUBMISSION PROCESS.

- a. During the test period established by this chapter, requests for job task analyses may be submitted to the Office of Personnel and Training at any time by an office or service.
- b. Training proposals should be submitted in the format prescribed in paragraph 1814. to the Office of Personnel and Training. Proposals submitted by the FAA Management Training School, the Transportation Safety Institute, field elements, and for F&E contracted training should be prepared in accordance with Chapter 19., Section 3.
- c. After accepting and concurring with a Training Proposal, the Office of Personnel and Training will forward it to the FAA Aeronautical Center. The transmittal letter will, if necessary, ask the Center to prepare for a Training Development Plan conference within a specified time period, and describe the kinds and level of analysis desired in the Training Development Plan.

1814. TRAINING PROPOSAL CONTENT. Proposals for training must include the following information. \*

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- \* a. Title. The title should be short and descriptive of the overall training need.
- b. Identification of the Training Need. Analyze the problems and deficiencies for which training is the proposed solution. This analysis must be comprehensive enough to permit sound agency decisions about committing resources to design, develop and conduct or contract for the proposed training. The analysis should state the probable consequences if the proposed training is not obtained.
- c. Job Tasks. These are units of work activity or operations that constitute logical and necessary steps in the performance of a job. They are the tasks employees must accomplish to fully perform their jobs.
- (1) When a Job Task Analysis exists, list from this source the tasks for which training is needed.
- (2) If a formal Job Task Analysis does not exist, this portion of the Training Proposal should list and describe in detail the tasks for which personnel are to be trained. This list of tasks should be supplemented by a list of documents and other consolidated sources of information which further describe the job performance requirements.
- d. Employee Skills Inventory. List any specific experience, education, and training prospective trainees will have, or the knowledges and skills they will possess. These are essential in aiding in the design of an instructional system in which trainees can successfully participate.
- e. Number to be Trained. Estimate the TOTAL number of persons who require the training. If feasible, the number should be identified by organizations and specialities.
- f. Priority. Carefully discuss the priority of the training. As a minimum this discussion should list those efforts to develop or revise courses and/or deliver existing courses which must receive less priority than the training being requested. Clear priorities are vital to Academy efficiency and timely delivery of training.
- g. Other Pertinent Factors. List any other pertinent factors or considerations such as possible locations and sources of training and training equipment or methodologies, operational or maintenance philosophies that might have a bearing on the depth of training required, etc.

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- \* h. Training Completions Schedule. Of the total number to be trained, state the desired number of completions within a given time frame (e.g., per quarter, per year, etc.), and the specific date for critical completions.
- i. Contact. List the name(s) of the individual(s) with whom the recipients of the proposal should work with regard to the required training.

1815.-1816. RESERVED.

### SECTION 3. TRAINING DEVELOPMENT PLANS

1817. GENERAL. This section supersedes deleted Chapter 5., and Appendix 1 of this order, with respect to the planning and development of training conducted or arranged by the FAA Academy.

1818. DESCRIPTION. The Training Development Plan is the overall work plan for new course development or substantial revisions to existing courses. It is a document which:

- a. Responds to a Training Proposal by recommending a plan for achieving the desired training.
- b. Serves as a coordination and communication document and furnishes a record of the basic planning for the course. It facilitates communication and agreement between the requesting organization and the training organization on the training outcomes, technical requirements, and student prerequisites.
- c. Upon approval, authorizes development or procurement of training, and conduct of prototype classes. When out-of-agency training is recommended, it provides the basis for developing the training specifications to be met by the contractor.
- d. Provides a sound basis for the resource allocations and schedule adjustments necessary to accomplish the training on a programmed basis.

1819. RESPONSIBILITIES.

- a. Within the time requested in APT-300's Training Proposal transmittal letter, the FAA Academy will analyze the Training Proposal and notify APT-310 that it is ready for a Training Development Plan conference. APT-310 will initiate the conference with the designated staff contacts in the requesting office/service; FAA Academy representative(s); the Program Planning and Requirements Branch, APT-330; and the program officer in APT-310. Depending on the nature, complexity, and scope of the Plan, the conference \*

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\* may be face-to-face or conducted by telephone. The electronic conferencing features of a computer-based instruction system may be used if available and appropriate. The Training Development Plan conference will:

- (1) Review a working draft of the training outcomes.
  - (2) Determine or review initial estimates of the course's costs and administrative statistics and characteristics.
  - (3) Determine whether existing documentation of job tasks and functions is a sufficient basis for developing a course of the desired quality in the required timeframe.
  - (4) Discuss alternate sources and methods of training.
  - (5) Develop a proposed schedule for development of the Course, including an analysis of expected impact on the development or delivery of other courses already under the FAA Academy's responsibility. The APT-310 program officer, with verbal concurrence from APT-330 staff, may give verbal approval for work to progress on the Course Design Guide (see Section 4) in advance of formal approval of the Training Development Plan, as appears appropriate in the particular situation.
  - (6) Develop a work plan when the training course or program requires supporting actions from one or more office/services. The APT-310 program officer will act as the work plan coordinator and monitor.
- b. On the basis of the Training Proposal and the Training Development Plan conference, the Training Development Plan will be completed and submitted by the Superintendent of the FAA Academy to the Training Programs Division, APT-300, for review.
- c. Training Development Plans for FAA Academy courses must be approved by the Director of Personnel and Training after office/service, and when appropriate field, review and coordination with regard to training outcomes and technical needs. Approval of the Training Development Plan is required prior to the development of training aids or detailed lesson plans. However, at the discretion of the Academy, and with the concurrence of the APT-310 program manager (see paragraph 1819.a.(5) above), work on the Course Design Guide may progress in advance of formal approval of the Training Development Plan.
- d. As course development proceeds, the FAA Academy or the office/service may initiate discussion of modifications to approved training outcomes with the office/service and APT-310 contacts. To speed up the modification process, APT-310 may initiate coordinated written approval of such modifications on the basis of these discussions. Complete revision of approved training development plans during course development should normally not be necessary.\*

- \* 1820. TRAINING DEVELOPMENT PLAN FORMAT. The following format is required for all Training Development Plans.

- a. Purpose of the Training Development Plan. This section should contain this statement: "This Training Development Plan has been prepared in response to a Training Proposal submitted by \_\_\_\_\_ on \_\_\_\_\_ (date) \_\_\_\_\_. It is a communication and coordination document, and contains planning data requiring agency review and approval. A course report documenting accomplishment of the training envisioned in this plan will be forwarded within 30 days after the prototype class. Upon approval, this Training Development Plan will authorize development of the course as specified below."
- b. Analysis of the Training Problem.
  - (1) Training Development Plan Conference. This section should begin with this statement: "A Training Development Plan conference(s) was held on \_\_\_\_\_ date \_\_\_\_\_ with these participants: (names), (routing symbols). The following decisions were made: (list all decisions)."  
(When existing documentation of the job performance requirements precludes the need for a Training Development Plan conference, a statement to this effect should be made.) Provide further discussion of the conference as necessary to document any understandings that were reached concerning the real training need. Summarize any work accomplished after the conference to further define the organization's training need. A statement should be inserted in this section to indicate that the Training Proposal is attached to the Training Development Plan.
  - (2) Job Analysis. The recommended training should be based on the job performance requirements supplied in the Training Proposal and discussed in the Training Development Plan conference. These requirements must be carefully analyze in the Course Design Guide using whatever documents or other information are available. The function of this portion of the plan is to specify the sources of job task information that will be used in developing the course. If possible, a full Job Task Analysis should be used throughout for the instructional design of the training. If such an analysis does not already exist, then all of the documents and source of data (such as interviews) that will be used as sources for job task information should be itemized. \*



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- \* c. Analysis of Alternate Sources and Methods of Training. When requested in the Training Proposal and clarified in the Training Development Plan conference by the APT-310 program officer, each development plan will analyze alternative training sources and methods available for satisfying the training need, including computer-based instruction, and recommend the best alternative. If the recommended alternative poses any potential difficulties (e.g., follow-on string courses where individualized training is recommended), proposed solutions should be discussed.
- d. Cost\* and Basic Administrative Data. Develop valid cost estimates and basic administrative data for each alternate training source, method, or combination analyzed in the Plan so that the most effective and economical training approach may be selected. These will be general estimates only which may be modified by the Course Report. Where valid cost estimates cannot be provided, a statement to this effect should be included. Cost estimates and basic administrative data shall cover the following as a minimum.
- (1) Basic Administrative Data.
- (a) Estimated length of course in hours.
    - Group instruction (i.e., classroom) hours.
    - Maximum length of individualized computer-based instruction (CBI).
    - Laboratory hours.
    - Flight hours.
    - Other hours.
  - (b) Optimum enrollments per class for group instruction portions.
- (2) Course Development (Direct Costs). (If the development plan is for a course revision, list only the costs of revision.)
- (a) Instructor(s) hours.
  - (b) Instructor(s) grade level(s).
  - (c) CBI designer(s) hours.
  - (d) CBI designer(s) grade level(s).
  - (e) CBI author(s) hours.
  - (f) CBI author(s) grade level(s).
  - (g) Cost of travel and per diem for course development team if any.
  - (h) Cost of training for course development team, if special arrangements must be made.
  - (i) Other significant costs, if any.
  - (j) Sub-total; direct fiscal costs and personnel hours. \*

\*Indirect (overhead) costs are not to be included.

- \* (3) Unusual Course Conduct Costs. List and briefly discuss any unusual costs that will be incurred when the course is conducted (e.g., aircraft/equipment operating costs, expensive training supplies, very high computer-based instruction terminal time, etc.)
- (4) Equipment. List by type and number the major items of equipment (other than those listed in 1820.d.(3) above) needed to conduct training and indicate availability, including Class I training aids (see Chapter 7.). If the equipment must be purchased, indicate the source of funds, availability of equipment, and the estimated life cycle.
- (5) Other non-recurring costs.
- (6) Resource and Program Adjustments. Indicate whether existing resources will permit development and delivery of the course in the form and time requested. If not, indicate what additional resources would be required to accomplish the course in the requested time frame without adverse impact on other training activities. Indicate alternative means and impacts of accomplishing the course within existing resources (e.g., delay development, cancel currently scheduled classes, etc.) and recommend the most feasible alternative.
- e. Training Outcomes. List each of the proposed training outcomes and relate it to the pertinent job task stated in the training proposal. Outcomes must describe instructional intent and include behavioral statements, conditions under which the behavior is to be exhibited, and standards of performance. Indicate tentative time in hours that will be used in training on each of the outcomes.
- f. Time-Phasing Chart. This chart should contain the time-phasing of the development, validation, and implementation activities beginning with the date of receipt by the Academy of the Training Proposal. (Assume for estimating purposes that APT approval of the Training Development Plan will require 30 days.) This chart should identify the calendar weeks required for each function.
- g. Course Catalog Entry. For all courses, a preliminary course catalog entry must be prepared in accordance with the following format and included in the Training Development Plan.
- (1) Course Title Block. Include the following items: \*

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\*

- (a) Title. The course title **and** number shall be the same as the course title and number stated in the Training Proposal.
  - (b) Course Length. The estimated course length shall be indicated as follows:
    - 1. Resident Courses. For course durations of less than five training days, indicate the length in training DAYS. For courses that are five days or longer, indicate the length in training WEEKS, and, if applicable, WEEKS plus DAYS, i.e., four weeks and three days. If individualized computer-based instruction is involved, indicate the expected maximum course length.
    - 2. Out-of-Agency Course. Same as above; however, where the training day is less than eight hours, indicate the hours per day in (2) Course Description.
    - 3. Individualized CBI Course. Indicate the maximum time required for a student to complete the course.
    - 4. Correspondence Study Courses. Indicate the estimated length of training in HOURS.
  - (c) Course Administration. Specify where or by whom the training will be conducted or arranged.
- (2) Course Description. This should be a concise but comprehensive narrative description of the course. Include such things as:
- (a) For whom the course was designed.
  - (b) When it will be delivered, i.e., classroom study, computer-based instruction, simulator, laboratory, workshop, flight training, and other significant features.
  - (c) Purpose and content of the course.
- (3) Prerequisites. List prerequisites separately under the following two headings:
- (a) Training Prerequisite. A training prerequisite is a course(s) which must be successfully completed prior to enrollment in a course of training, or an approved screening examination which measures a level of

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knowledge/skill equivalent to that which could have been achieved in the prerequisite course(s). In the case of Airway Facilities training, indicate any change(s) needed to the FAA Catalog of Training Courses equivalency table as a result of the course.

- (b) Other Requirements. List here such requirements as certificates, licenses, flight hours, etc., which are considered NECESSARY before course enrollment may be accomplished.

1821.-1824. RESERVED.

#### SECTION 4. COURSE DESIGN GUIDE

1825. GENERAL. This section supplements the guidance in Chapter 6., The Instructional Program, for use in planning and developing FAA Academy conducted or arranged training. It establishes the use of a Course Design Guide which will be prepared as the initial step of course development following approval of a Training Development Plan.

1826. DESCRIPTION. The Course Design Guide will:

- a. Establish a hierarchy of training objectives ranging from those which directly support the outcomes in the approved Training Development Plan to detailed lesson objectives.
- b. List the specific skills/knowledges which the student must acquire in the course of developing the behavioral capability specified in the training objectives.
- c. Specify the methodology/media to be employed in meeting each outcome.
- d. State the student achievement measures which will be used to determine the extent to which objectives are achieved.
- e. Establish a logical learning sequence of course structure.
- f. Establish estimated time parameters for the achievement of the training objectives.
- g. Be a basis of evaluation of Academy administered training.

1827. PROCEDURES AND APPROVALS. Course Design Guides will normally be approved by the Superintendent of the FAA Academy and will be available to the Training Programs Division on request or to interested office/services through the Training Programs Division. If requested by the office/service through APT-300, concurrence with the Course Design Guide by APT-300 and the office/service will be required before development of training aids and materials begins. Such concurrence will be required only for very major course development efforts. \*

1828.-1829. RESERVED.

\* SECTION 5. COURSE REPORT

1830. GENERAL. The initial Course Report is a certification that the course described in the Training Development Plan has been successfully developed and is ready for regular delivery to students. It must be submitted to APT-300 within 45 days after the prototype class. The report is a basic tool for evaluating the training course, and is the complete and current overall record of the course.
1831. DESCRIPTION. The Course Report will:
- a. Begin with the course catalog entry and list all the training outcomes contained in the Training Development Plan (or official modification to the Plan).
  - b. On the basis of data obtained during the course validation and prototype process:
    - (1) Report student performance in end-of-block or module, end-of-phase, and end-of-course tests.
    - (2) Report actual time devoted to each block or module.
    - (3) Relate outcomes to blocks or modules.
    - (4) Summarize student comments.
    - (5) Describe any planned revisions or adjustments.
    - (6) Recommend any changes needed in training outcomes.
    - (7) Recommend any changes needed in the course catalog entry.
  - c. Note if the actual development costs differed significantly from the estimated costs, and estimate the regular course delivery costs as follows:
    - (1) Instructor hours per student for individualized portions.
    - (2) Instructor hours per class for group instruction portions or labs.
    - (3) Instructor grade level.
    - (4) Computer-based instruction terminal time expected per student.\*

- \* (5) Annual cost of unusual student training supplies or materials or expensive equipment.

1832. PROCEDURES.

- a. APT-300 will coordinate the Report with all affected or interested organizations. In the absence of comments from APT-300 to the contrary within 30 calendar days of submission to APT-300, the Academy may assume approval to deliver the course on a regular basis as described, including any suggested changes.
- b. The FAA Academy will provide additional reports (or portions of the Report, especially paragraph 1831.b. above) upon request from APT-300 or an office/service, through APT-300.
- c. The course may be modified at any time, including changes in the training outcomes, by a letter to the FAA Academy from APT-300 coordinated with the affected office/service. If the modification will not have a substantial impact on the Academy's resources, a new Training Development Plan is not required; however, all appropriate and necessary changes in the Course Design Guide will be made and approved. APT-300 letters modifying a course shall become a permanent part of the official course file. As requested, all course modification letters should be attached to follow-on course reports sent to APT-300.

1833.-1899. RESERVED.

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\* CHAPTER 19. ESTABLISHMENT OF TRAINING COURSES/PROGRAMS --  
OTHER THAN FAA ACADEMY CONDUCTED OR ARRANGED  
TRAINING

SECTION 1. GENERAL

1901. PURPOSE. This chapter contains guidelines for the planning and development of FAA training courses or programs other than those conducted or arranged by the FAA Academy.
1902. APPLICABILITY. These guidelines apply to FAA Management Training School courses, Transportation Safety Institute courses, F&E contracted equipment training, regionally-conducted or arranged training, and training conducted or arranged by the Management and General Training Branch, APT-320.
1903. BACKGROUND. In order to establish a test procedure for the planning and development of FAA Academy conducted or arranged training, Chapter 3., Documenting Job Function for Training Program Development; Chapter 4., Training Proposal; and Chapter 5., Training Plan; have been deleted from this order. A new Chapter 18., Establishment of Training Courses/Programs -- FAA Academy Conducted or Arranged Training, is now in effect for the duration of the test period for the new system. This new Chapter 19 has adapted, without substantive change, the procedures formerly in the deleted chapters for use in planning and developing non-FAA Academy conducted or arranged training.

NOTE: The procedures in Chapter 6., The Instructional Program, remain in effect and apply to all FAA training; however, please see Section 4. of Chapter 18. for supplemental guidance to be used for FAA Academy conducted or arranged training.

1904. DESCRIPTION. The procedures in this chapter are grouped into three steps.
- a. Documentation and procedures for identification and verification of training needs.
  - b. Documentation and procedures for submission of a proposal for establishment of training.
  - c. Documentation and procedures for converting a proposal for training into a recommended plan for its achievement.
- 1905.-1906. RESERVED. \*

SECTION 2. JOB FUNCTION DOCUMENTATION

- \*1907. PURPOSE. This section describes various inventories and analyses of job functions, and provides information and guidance concerning their development and use for non-FAA Academy training.
1908. BACKGROUND. Basic training documentation is required for use in the identification and verification of training needs, and to provide the basis for development and evaluation of training programs. Such training documentation may be established in three ways: (1) Job Training Standard, (2) Job Task Analysis, and (3) Job Function Analysis.
1909. DEFINITIONS.
- a. Job Task Analysis contains a complete inventory of the job functions performed by a particular job specialty. Such an analysis is more detailed and specific than a Job Training Standard but does not establish levels for training. The use of a Job Task Analysis is not limited to training.
  - b. Job Training Standard contains an inventory of the job functions performed by a particular job specialty. These functions describe the various job tasks and their related knowledges and skills. Training levels are established for the various tasks in accordance with graduated scales of abilities and involvements. These levels should be included in the Training Proposal. A sample Knowledge and Skill Level Code Key which may be used is contained in Appendix 1 of this order. Job Training Standards are primarily training documents and have limited value for any purpose other than training.
  - c. Job Function Analysis contains much less detail than a Job Training Standard or Job Task Analysis. Such analyses are based upon job functions, but they may be assembled by review of FAA directives, limited interrogation of field experts, and such expertise as may be available locally.
1910. REQUIREMENTS.
- a. A Job Training Standard or Job Task Analysis should normally be a part of any COMPLETE course development effort. (See Appendices 2 and 3 of this order.)
  - b. A LIMITED or PARTIAL course development effort does not require development of a Job Training Standard or Job Task Analysis, nor is one always warranted. However, if either of these is available, a Job Function Analysis should be developed and used as the basic training documentation. Even though a LIMITED or PARTIAL course development is planned, it must be based upon "what does this job \*



\*

specialty require in the way of skills and knowledges." (See Appendices 2 and 3 of this order.)

- (1) As indicated in 1909.c., a Job Function Analysis may be developed by review of FAA directives, limited interrogation of field experts, comparison with existing documentation in similar job functions, local expertise, or any combination of the above.
- (2) For National training programs (other than FAA Academy training) the Job Function Analysis may be developed in Washington by the appropriate office or service and the Office of Personnel and Training, or by the FAA Management Training School, or Transportation Safety Institute, as appropriate. For regional programs, such analyses should be developed locally.

1911. PROCEDURES.

- a. Job Task Analyses and Job Training Standards will be developed when appropriate and when mutually agreed-upon by the Office of Personnel and Training and the office or service of primary interest. The process will include:
  - (1) Establishing a team to make a survey and analysis with the concurrence of the agency activities concerned. Although the team structure may vary in certain situations the team will normally consist of a representative(s) of the office or service concerned, the FAA Management Training School or Transportation Safety Institute, and the Office of Personnel and Training.
  - (2) Providing the team with pertinent available information concerning its assignment such as: time constraints, priority, format (Job Training Standard or Job Task Analysis), availability of similar documents (possibly outdated), travel fund availability, criticality, establishment of an initial meeting date for the team, etc.
- b. The analysis team will convene on a date mutually agreeable to the Office of Personnel and Training and the office or service of primary interest and, using the guidance provided under (2) above and its own initiative, will develop an overall plan for accomplishing the analysis. This plan will include but will not be limited to:
  - (1) The approach to be taken.
  - (2) The role of the team members.
  - (3) Any problem areas foreseen.

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\* (4) Validation and approval procedures.

(5) Provision for interim and final reports of the team.

Copies of this plan will be provided to the supervisors of the individual team members.

- c. Job Training Standards and Job Task Analyses should not be stereotyped. Different situations may call for different techniques and formats. Job Training Standards and Job Task Analyses are not new to the agency. This technique has been established in various degrees in FAA training programs. Copies of these documents may be obtained on request to the Office of Personnel and Training. Team members should be aware of and familiar with these previous efforts but should not necessarily tend to duplicate any of these documents in approach or format. The basic objective of the team should be to determine the skills or knowledges required to adequately perform the job specialty as efficiently and effectively as possible. Where it is appropriate and will help to avoid duplication of effort in task analysis, assistance may be obtained from classification organizations. However, it must be borne in mind, that in the context of this order, these documents are meant to be used for training, not classification purposes.

1912.-1913. RESERVED.

### SECTION 3. TRAINING PROPOSAL

1914. PURPOSE. This section describes a Training Proposal, establishes the rationale for its use, analyzes its contents, and provides guidance for its preparation for use in non-FAA Academy training.
1915. BACKGROUND. Well-planned and executed training may materially reduce costs through improved employee performance and correction of deficiencies. However, agency training must be subjected to the same cost/benefit analysis required of all agency programs. The lead time required for identification, acquisition, allocation, and training of personnel is usually equal to that required for the development, procurement, and installation of equipment, and the planning process is equally demanding of effort. The requirement for cost-effective training support makes it essential that early attention be given to programming, budgeting, and allocating necessary resources. Information affecting total numbers of personnel, procurement of training equipment and materials, and other ancillary requirements, must be incorporated into the planning and budget cycles as early as possible prior to operational introduction of the system, equipment, or program. To accomplish this purpose, the agency utilizes the Training Proposal and Training Plan process as a means of establishing the requirements, constraints, and specifications for the training to\*

\* be established to meet the operational or management need.

1916. REQUIREMENTS. Proposals identifying training requirements should be based on analyses of operational or management problems, wherever they may occur in the agency, and should establish the framework for identifying specific training needs.

1917. THE SUBMISSION PROCESS.

- a. Proposals for training may be submitted by any segment of the agency. Field elements should submit proposals through regional/center Training Branches to the appropriate office/service with a copy to the Director of Personnel and Training. Proposals submitted by the field should be as complete as possible, including the identified training need and a description of the problems for which the training is a proposed solution. Training Program Management Officers will work with regional divisions, as necessary, in preparing Training Proposals.
- b. The Training Proposal is essentially a communication device serving as the basis for the establishment of the specification for the training, the Training Plan. Normally, the Training Proposal is forwarded from the originating office or service to the Director of Personnel and Training. Offices and services receiving or originating proposals should insure that they reflect valid agency training needs, contain office and service requirements, known requirements of other elements of the FAA, and anticipated non-FAA requirements, before forwarding them to the Director of Personnel and Training for action. Because of the critical nature of FAA training and the time pressure under which this training must frequently be developed and conducted, it is essential that the Training Proposal be developed as thoroughly and accurately as possible, with a minimum of delay. The originating office or service may develop the Training Proposal as indicated in paragraph 1918. of this section, or it may enter into the development of the proposal as a joint effort with the Office of Personnel and Training. The latter is recommended for all major system acquisitions or modifications, and for complex and involved training programs. To achieve this method of Training Proposal development, a Training Proposal Conference will be convened, when necessary, as mutually agreed-upon by the Office of Personnel and Training and the originating office. Such a conference may include representatives of the office or service concerned, the Office of Personnel and Training, the Management Training School, etc., as may be appropriate. This will assure understanding and rapid processing of the proposal when forwarded by the originator to the Director of Personnel and Training. In every instance, technical judgments concerning the training requirements remain the responsibility of the originator, with the Office of Personnel and Training bearing the responsibility for \*

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assisting in clarifying the training need and insuring that any resulting Training Proposal meets the standards established in paragraph 1918. of this section. The principal events to accomplish this planning are:

- (1) Identification of a need to plan for training programs and training support at the early stages of development or acquisition, and initiation of planning efforts.
- (2) Continuing exchange of information to enable timely planning and preparation of documentation suitable to the situation as development or acquisition progresses.
- (3) Continuing action to assess cost-effectiveness and programming funds, personnel, and material resources, where justified, in consonance with plans as they develop.
- (4) Convening of a Training Proposal Conference (if required and cost-effective), at one or more appropriate stages in the cycle, to ascertain a comprehensive course of action within the respective functional responsibilities to establish a training program and provide training support. For Training Proposals which have originated in the field, the Conference should include appropriate field representation.

1918. TRAINING PROPOSAL CONTENT. Fully developed proposals for training will include the following information:

- a. Title. The title should be short and descriptive of the overall training need.
- b. Identification of the Training Need. Thoroughly analyze the deficiency for which training is the proposed solution. This analysis must be comprehensive enough to permit sound agency decisions about committing resources to design, develop, and conduct or contract for the proposed training. The analysis should include a statement of the probable consequences if the proposed training is not obtained.
- c. Training Outcomes. These specify the training product desired. They are specific and objective descriptions of job task performance desired as a result of training, the levels of standards of acceptable performance, and the conditions or limitations under which an employee will perform. In developing training outcomes, one of the following approaches should be used:
  - (1) Where a current Job Training Standard or Job Task Analysis exists, use the job tasks that are to be supported by the training in describing the performance standards and conditions of the training outcomes. Where a Job Training Standard or Job \*

\*

Task Analysis does not exist, develop one, if feasible.

- (2) Where the development of a Job Training Standard or Job Task Analysis is not feasible, develop a Job Function Analysis of the job tasks and supporting knowledges which will define what the employees must know and be able to do, under what conditions.

NOTE: Section 2. of this chapter provides definitions of the terms Job Training Standard, Job Task Analysis, and Job Function Analysis and basic guidance on the development of each, and describes their use in the development of a Training Proposal.

- d. Employee Skills Inventory. List any specific experience, education, and/or training prospective trainees will have, or the knowledges or skills they will possess. These are essential in aiding the design of an instructional system in which trainees can successfully participate.
- e. Number to be Trained. In order to define the quantitative scope, provide the estimated TOTAL number of persons who require the training. If feasible, the number should be identified by organization, specialty, and category of training.
- f. Training Completions Schedule. Of the total number to be trained, state the desired number of completions within a given time frame (e.g., per quarter, per year, etc.) and the specific date for critical completions.
- g. Contact. List the name(s) of the individual(s) with whom the recipient of the proposal should work with regard to the required training.
- h. Other Pertinent Factors. List any other pertinent factors or considerations, such as cost, possible location and/or sources of training, priority, equipment desired and operational limitations and availabilities of training aids, devices, and equipment, that should be considered in developing the requested training. Specialized technical guidance or sources of information should also be included where appropriate and available.
- i. On-the-Job Evaluation. Indicate how employee achievement of training outcomes will be measured on the job. This is critical to the assessment of the validity of the training and the effectiveness of transfer of learning.

1919. RESULTING ACTIONS.

- a. Training Proposals will be reviewed by the Office of Personnel and Training as to feasibility in terms of the agency's resources for providing the training. In reviewing Training Proposals for \*

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\* their adequacy, the Office of Personnel and Training will secure specialized expertise, if required, from any agency or outside source. The requesting organization will be provided with a Training Plan, or when appropriate, an Interim Training Plan, containing the design of the required program necessary to meet the training requirements. The plan will identify the resources necessary to accomplish the training. The requesting organization will review and approve the plan for technical and operational suitability. The information contained in the plan will serve as a basis for the Office of Personnel and Training to authorize the development of a training course and the conduct of a prototype course session, or portions of the required training from outside sources.

NOTE: Any analysis accomplished (Job Task Analysis, Job Training Standard, or Job Function Analysis) will be forwarded with the Training Proposal to the organization developing or conducting the training.

- b. Where the situation warrants or permits, and based on the information supplied in the Training Proposal and discussions with the organization requesting the training, the Office of Personnel and Training will indicate to the organization developing the training the level of development effort which should be devoted to the training program or course. This will be decided on an individual basis. Guidelines for determining levels of development effort are given in Appendix 2, and descriptions of what is involved in each type of effort are in Appendix 3 of this order.

1920.-1921. RESERVED.

#### SECTION 4. TRAINING PLAN

1922. PURPOSE. This section describes the training Plan and procedures which are used in planning and developing non-FAA Academy training.

1923. DESCRIPTION. The Training Plan is a document which:

- a. Converts a Training Proposal into a recommended plan for achieving the desired training.
- b. Serves as a coordination and communication document, and furnishes a record of the planning that has been accomplished.
- c. Upon interim approval, authorizes development or procurement of training, and conduct of a prototype course, if the training (approved) does not already exist.
- d. Upon final approval, authorizes a training program and provides a\*

\* sound basis for the resource allocations necessary to accomplish the training on a programmed basis.

- e. Serves as one basis for evaluation of the training program.
- f. On final approval becomes the specification for the training.

1924. FUNCTION. The Training Plan performs the following functions:

- a. Presents a study of the training requirement, provides alternative methods of accomplishing the training, and recommends a course of action which the training organization believes will best satisfy the training need as described in the Training Proposal.
- b. Estimates the cost of developing and conducting or procuring the training, considering the alternative training sources and methods.
- c. Provides a plan for evaluating the effectiveness of the training.
- d. Provides a basis for review of recommended training from a technical and operational standpoint.
- e. Provides a basis for approval or modification or recommended training.
- f. Facilitates communication and agreement between the requesting organization and the training organization on the training outcomes, technical requirements, category of training, and student prerequisites.
- g. When out-of-agency training is recommended, contains the training specifications to be met by the contractor.

1925. REQUIREMENTS.

- a. A Training Plan shall be developed and submitted for review upon receipt by training activities of a Training Proposal, as defined in Section 3. of this chapter.
- b. Training Plans for National programs must be approved by the Director of Personnel and Training after office and service, and when appropriate field, review and coordination with regard to training outcomes and technical requirements.
  - (1) Approval of the Interim Training Plan. Recognizing the practical considerations involved in performing subsequent course development and validation steps, an Interim Training Plan may be approved for development and validation purposes. This will serve as an intermediate phase in the establishment\*

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\* of a fully validated training program. Therefore, the use of the interim plan process will be restricted to new training program requirements. It does not apply to triennial reviews, or where substantial information exists for validation. When the training is fully validated through developmental and operational tryouts, the Training Plan will be prepared for final approval by incorporation of those sections which must be modified following validation. Approval of an Interim Training Plan is required prior to the development of any National training course/program or the conduct of a prototype class. Recommendations for resource and program adjustments for the current fiscal year will be included in a letter of transmittal. This letter will indicate whether existing resources will permit developing and conducting the training in accordance with the Training Proposal. If not, it will indicate what additional resources will be required and/or recommend what program adjustments are considered necessary for its accomplishment.

- (2) Final Approval of the Training Plan. The Training Plan presented for final approval will reflect changes in cost data, the course structure, time allocations, ratio of laboratory sessions to lectures, and performance measures to be used in assessing student achievement of the training objectives. Offices and services will review and concur in the final Training Plans prior to final approval by the Director of Personnel and Training. The data required for final approval of the Training Plan will be forwarded to the Office of Personnel and Training within 90 days after completion of the prototype class. Depending on operational demands, and upon approval by the Director of Personnel and Training and the office or service concerned, a National training program or course which is awaiting final approval of a Training Plan may be conducted under the interim authority with the changes which were submitted for approval in the final Training Plan.

- c. For a major systems acquisition (i.e., F&E contracted training), where a Systems Program Plan is not prepared as a part of that acquisition, a training planning conference will be convened by the Director of Personnel and Training. The purpose of the conference will be to bring together major, interested parties to develop the detail from which an FAA Training Plan may be prepared. The identification of the requirement for a Training Plan conference will be mutually agreed to by the principal operating service/service and the Director of Personnel and Training. The Training Plan conference may be convened at one or more appropriate times (if cost-effective), to determine the comprehensive course of action required initially, and as dictated by modification, to establish the training and training support necessary.

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- \* d. At least once every three years, training courses will be reviewed by the organization conducting or arranging the training, and Training Plans will be revised to reflect this review. For National programs, the revised Training Plans will be submitted to the Office of Personnel and Training for review, approval, and coordination and concurrence with the office/service having the primary interest. For regional programs, they will be submitted to the Chief, Personnel Management Division, for review, approval, and coordination and concurrence with the Program Division concerned. With regard to National programs, if no changes are necessary, this will be indicated by letter to the Director of Personnel and Training which will include a statement such as the following: "The \_\_\_\_\_ training course has been reviewed and found to be current with no changes required. Therefore, a revised Training Plan has not been prepared." Changes in Training Plan format only do not warrant the submission of a revised Training Plan.

1926. CONTENTS. The Training Plan should contain all information necessary to make decisions about implementing training programs, and should be prepared as described below. (See Appendix 4 of this order for the sectional format in which this may be accomplished.)

- a. Section I. Purpose of the Training Plan. This section will contain a statement similar to the following: "This document summarizes and specifies a training program for (the name of the training). It has been prepared in response to a Training Proposal submitted by \_\_\_\_\_ dated \_\_\_\_\_. It is a communication and coordination document, and contains planning data requiring agency review and approval. On final approval, this Training Plan will become the specification for the training."
- b. Section II. Analysis of the Training Proposal. Each Training Proposal identifies a training need. This need is stated in the form of training outcomes which specify the product training is expected to produce. In its quantitative aspects, this need is stated by the number to be trained and the desired training completion schedule. The Training Proposal defines the requirement for the training and serves as the basis for the design of the instructional system for producing the training product. Careful analysis of all data in the proposal is required to satisfy the training need. This section must contain this analysis. If the analysis indicates that no problem is anticipated in designing the instructional system and meeting the training requirement, this should be so stated. If changes in the Training Proposal are considered necessary, these should be identified together with the rationale for the changes. A statement should be included indicating that the Training Proposal is appended to the Training Plan. If an instructional system cannot be designed or procured to produce the product, the Office of Personnel and Training should be notified immediately.

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- \* c. Section III. Analysis of the Training Outcomes. This part of the Training Plan contains the analysis of the training outcomes. These specify the product desired; that is, what job tasks the student should be able to perform, how well, and under what conditions. The training outcomes have been developed to guide the instructional technologist in engineering or designing this instructional system. Unless the training outcomes are analyzed, effective instructional design is not possible.
- (1) Analysis of Job Task. The training outcomes are generally based on a Job Training Standard, a Job Task Analysis, or Job Function Analysis. (See paragraph 1911. of this section.) Any of these documents may be used to aid in analyzing the outcomes. The analysis should identify knowledge and skill components of each training outcomes, organized in relation to each other and the appropriate outcome. The outcomes should also be ordered in an instructionally sound sequence. Knowledge and skill components should not normally include those identified in the prerequisites, but should be identified to the levels required to show the continuity of instructional activities from the entry level abilities of students to training outcome achievement.
  - (2) Prerequisites. List the prerequisite training, experience requirements, or specific knowledge and skills required for enrollment in the recommended training. These prerequisites should include those specified in the Training Proposal as well as additional prerequisites course designers may consider absolutely essential to enable student achievement of training outcomes. An employee skills inventory statement based on prospective student inputs may be included as a part of this section.
  - (3) Training Needed. Compare the prerequisite knowledges and skills with those required to achieve the training outcomes. The difference is the training needed. The instructional design, activities, strategy for providing the needed training, and performance measures will be found in the "Recommended Training" section of the Training Plan.
- d. Section IV. Analysis of Alternate Sources and Methods of Training. Each Training Plan will include an analysis of alternative training sources and methods available for satisfying the training need. This analysis should consider such sources of training as: Out-of-agency, field, etc. It should also consider the various methods available, e.g., correspondence study, formal classroom (resident), on-the-job training, and feasible combinations thereof. These sources and methods should be analyzed from the standpoint of such factors as: availability, practicability, suitability, effectiveness, etc. Detailed \*

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analyses of these factors are required for cost/effectiveness studies to determine the subsequent training direction. When the Office of Personnel and Training initially specifies a source or method of training, no alternate source/method need be considered. Regional Personnel Management Division Chiefs may also specify the source or method of training for regional training.

- e. Section V. Cost and Basic Administrative Data. Develop valid cost estimates and basic administrative data for each alternate training source, method, or combinations analyzed in the plan so that the most effective and economical training approach may be selected. Cost estimates and basic administrative data shall include the following as a minimum:

(1) Basic Administrative Data.

Total length of course in hours

Classroom hours  
Laboratory hours  
Flight hours  
Other hours

Optimum enrollments per class

(2) Course Development

(For course revisions, these will reflect only the cost of revision.)

Developer/s hours  
Developer/s salaries  
Developer/s travel and per diem  
Developer/s training  
Clerical salaries  
Training materials development and reproduction (include all direct costs)  
Sub-Total (\$)

(3) Cost to Conduct Each Class.

Instructor hours  
Instructor salaries  
Student training material and supplies  
Aircraft/equipment operating cost  
Clerical hours  
Clerical salaries  
Sub-Total (\$)

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(c) Annual Hours for Course Maintenance.

(d) Non-Recurring Costs.

(e) Student Travel and Per Diem/Class.

(f) Annual Training Equipment Maintenance Cost.

f. Section VI. Recommended Training. This section contains the tentative instruction design, activities, strategy, and performance measures.

(1) Content and Outcomes.

(a) The following questions are answered in this section:

1. What knowledges and skills will be taught in this instructional program and how will they be organized?

2. What are the instructional activities in this course and how are they related to the knowledge and skill components of the training outcomes?

3. In what sequence will these instructional activities be provided?

4. What is the tentative content of the instructional activities?

5. What methodology is proposed to facilitate overall learning and the achievement of the training outcomes?

6. What are the significant elements of time for presenting the instruction?

7. What performance measures will be used to assess student achievement of the training outcomes?

The response to these questions may be partly in narrative form, and partly reflected in an outline as follows, as appropriate:

Section VI.A. Content and Outcomes.

(1) Course Content

1. Instructional Objective	Time
2. Instructional Objective	Time
3. Instructional Objective	Time
4. Instructional Objective	Time

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## (2). Course Outcome

- |                            |      |
|----------------------------|------|
| 1. Instructional Objective | Time |
| 2. Instructional Objective | Time |
| 3. Instructional Objective | Time |

- (b) After interim approval, the training will be developed and a prototype session conducted. To assure maximum benefits from prototype sessions of National courses, a list of course participants will be forwarded to the Director of Personnel and Training together with trainee evaluation critiques. Any changes required as a result of the development of course materials and prototype sessions shall be forwarded to the Director of Personnel and Training. Inclusion and approval of these changes constitute authorization to implement the training on a programmed basis.
- (c) When a combination of courses, methods, or sources is planned to accomplish the training requested, this part of the plan will be developed for each method (resident, correspondence study, on-the-job) and course. Each technique (programmed instruction, video tape, etc.) will be included. Each method or combination thereof should be prepared and presented in this section.
- (2) Administration. This section should include appropriate statistical information about the conduct and support of the recommended training.
- (a) Training Length. State the number of hours students will be in training.
- (b) Class Size. State the optimum, maximum, and minimum class sizes, and limiting criteria or other factors used in determining class size.
- (c) Number to be Trained. Provide the total number to be trained. The number should be identified by organization, specialty, and category of training, i.e., Mandatory, Job Required, Highly Desirable, Performance Improvement, or Career Development.
- (d) Class Convening Frequency. This is the frequency based on the Training Proposal schedule. If the training organization's capability will not permit adherence to this schedule in the current fiscal year, this should be indicated in the letter of transmittal. See paragraph 1925.b. of this section. \*

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- \* (e) Schedule. Estimate the proposed starting date for the prototype class, and the fiscal year quarter in which the initial class could be conducted.
- (f) Facilities. Describe or list the maximum numbers and types of classrooms, laboratories, and special facilities required to conduct training in the manner recommended and indicate availability.
- (g) Equipment. List by type and number the major items of equipment needed to conduct training and indicate availability, including Class I training aids, as defined in paragraph 702.a. of this order. (If the equipment must be purchased, indicate the source of funds, availability of equipment, and the estimated procurement cycle.)
- (h) Personnel. Identify, by instructor specialty, the number of instructor contact and preparation hours required to conduct the recommended training. Also, indicate the availability of the required specialties.
- g. Section VII. Time-Phasing Chart. This chart should contain the time-phasing of the development, implementation, or procurement of instructional programs that must be accomplished after the Training Plan receives interim approval. This chart should identify the calendar weeks required for each function.
- h. Section VIII. Training Evaluation Plan. The goal of evaluation is to determine whether or not the training outcomes are being achieved in the training and job environment, if training is being accomplished in the most effective and economical way, and, if not, to recommend changes that should be made.
- (1) An evaluation plan will be included as a part of each Training Plan.
  - (2) It is imperative that this plan be realistic and that it be designed so that it may be accomplished by the service, Office of Personnel and Training, the Management Training School, or the organization responsible for the evaluation, within personnel and budget limitations.
  - (3) A brief narrative statement should indicate the time when the initial evaluation should be accomplished, and suggest when following evaluations should be accomplished.
  - (4) Evaluation results will be made available to the Director of Personnel and Training.
  - (5) FAA Form 3030-2 (7-69), "Training Evaluation Plan," will be \*

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used to indicate the elements to evaluate, methods of evaluation, and action assignments. FAA Form 3030-2 is stocked at the FAA Depot under National Stock No. 0052-655-6001. The unit of issue is a sheet.

- i. Section IX. Course Catalog Entry. For all training programs, a course catalog entry should be prepared in accordance with the following format and included in the Training Plan. Some sample entries are given in Appendix 5 of this order.

(1) Course Title Block. Include the following items.

(a) Title. The course title shall be the same as indicated in the Training Plan.

(b) Course Length. The course length shall be indicated as follows.

1 Resident Courses. For course durations of less than five training days, indicate the length in training DAYS. For courses that are five days or longer, indicate the length in training WEEKS, and, if applicable, WEEKS plus DAYS, i.e., 4 weeks and 3 days.

2 Out-of-Agency Courses. Same as above; however, where the training day is less than eight hours, indicate the hours per day in (2) Course Description.

3 Correspondence Study Courses. Indicate the estimated length of training in HOURS.

(c) Where Conducted. Specify the organization which will be conducting or arranging the training.

- (2) Course Description. This should be a concise but comprehensive narrative description of the course. Include such things as 1) for whom the course was designed; 2) content of the course, i.e., of what it consists (classroom study, laboratory, workshops, and other significant features); and 3) a condensed version of the purpose of the course, etc.

- (3) Prerequisites. An educational prerequisite is knowledge/skill which the student must have in order to have a reasonable chance of successfully completing a course of training. For FAA training management purposes, prerequisites should be listed separately in the proposed catalog entry under the following two headings. \*

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- \* (a) Training Prerequisite. A training prerequisite is a course(s) which must be successfully completed prior to enrollment in a course of training, or an approved screening examination which measures a level of knowledge/skill equivalent to that which could have been achieved in the prerequisite course(s).
- (b) Other Requirements. These requirements would include any certificates or licenses, etc., which are required to satisfactorily complete the objectives of the course of training and must be met prior to enrollment.

## 1927. REVISION OF APPROVED COURSES.

### a. Approval of Revision.

- (1) The Management Training School and the Transportation Safety Institute must obtain approval from the Office of Personnel and Training before accomplishing revision which:
- (a) Changes the course length.
- (b) Requires the modification, addition, or deletion of training outcomes or instructional objectives. Conditions which would require the modification, addition, or deletion of training outcomes and/or instructional objectives are:
- 1 Addition of subject matter other than that necessary for the student to achieve an approved instructional objective.
  - 2 Deletion of subject matter necessary for student achievement of an approved instructional objective.
  - 3 For courses that have training plans approved without instructional objectives, any change in subject matter which affects achievement of the training outcomes or the validated knowledge and/or skill level.
- (c) Requires major adjustments to staffing level.
- (d) Requires major changes to fiscal resources.

### b. Revision Due to Course Maintenance.

- (1) Revision of courses necessary for course maintenance may be accomplished by the Management Training School or the Transportation Safety Institute when they determine the need exists.

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- (2) Some examples of revisions which are considered to be course maintenance include:
  - (a) Refinement of lesson plans, visual aids, etc.
  - (b) Improvement of test items, based on item analysis, to more accurately measure achievement of the approved instructional objectives.
  - (c) Updating of technical content, due to changes in regulation or handbook references or an equipment change which does not change the accomplishment of the approved objectives, or require the addition or deletion of objectives, or change the course length.
- (3) If the Management Training School or Transportation Safety Institute determine that needed revision cannot be accomplished as course maintenance, they will make recommendations to the Office of Personnel and Training for further action and coordination.

d. Revision of Courses. The procedure used in the processing of requests for revision will be:

- (1) A request for the revision will be forwarded by letter to the Office of Personnel and Training. It should be explicit as to the outcomes desired and any recommendations for achieving those outcomes.
- (2) The Office of Personnel and Training will ask the appropriate training organization to determine the effect of this request on the present course and the approximate date that the changes could be made. If it involves the addition, deletion, and/or modification of instructional objectives or change in course length, this information will be forwarded separately by that organization to the Office of Personnel and Training for approval, in a new or revised Training Plan.
- (3) The specific course changes recommended by that organization to accomplish the request for revision will be coordinated with the originating service or office by the Office of Personnel and Training.
- (4) When these recommendations are approved as provided in paragraph 1925. of this chapter, the training organization will begin the revision as programmed. \*

- \* d. Requests for Priority Revision of Courses. If the originating service or office desires that a revision request be handled on a priority basis, it will:
- (1) State in a letter that the request should be given priority handling.
  - (2) Provide at least one technical specialist as requested to assist the training organization in the development of instructional objectives.
  - (3) Designate one person who is authorized to make recommendations regarding priorities of all training programs generated by that office or service.

NOTE: The personal contacts indicated in items (2) and (3) may be made on an informal basis to minimize time requirements.

1928.-1999. RESERVED.

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## APPENDIX 1. SAMPLE KNOWLEDGE AND SKILL LEVEL CODE KEY

The following code key is used to reflect the degree of training which a course is designed to accomplish. Several descriptions of levels are included under each code key. The codes designated describe the knowledge and/or skill level of the trainee at completion of training.

Note: Individual offices and services may require use of a modified version of the following table to meet their specific needs. Any code key which best serves the need and is mutually-agreed upon by the Office of Personnel and Training and the requesting organization may be used.

KNOWLEDGE LEVELSK-1 Orientation Level.

Trainee has received a briefing, orientation, or overview of the topic or subject. He should have introductory knowledge of facts, nomenclature, and/or conditions.

K-2 Basic Level.

Trainee should be able to participate in a discussion and/or recognize basic principles, theory, operations, concepts, applications, or functions. He should be able to relate this basic understanding to appropriate job duties.

K-3 Comprehension Level.

Trainee has received detailed training on theory, principles, concepts, functions, operations, or applications. He can be expected to have developed a working knowledge, and should be able to apply principles and procedures in performing his normal duties.

K-4 Analytical Level.

Trainee has received extensive training on all underlying principles, procedures, and techniques of the subject. He can be expected to apply this understanding to his job in making comparisons, visualizing relationships and interfaces, problem-solving, identifying fallacies or deficiencies, formulating plans and corrective actions, communicating fully with others, and in evaluating alternatives.

SKILL LEVELSS-1 Recognition Level.

Trainee has not practiced the task in the training provided; hence, he cannot be expected to perform it without extensive guidance and assistance. He can locate, recognize, or identify job-related factors.

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S-2 Limited Proficiency Level.

Trainee has received training in which he observed and analyzed the task to be performed and may have demonstrated his ability to perform the task in a training situation. He will require some guidance and assistance on more complex tasks. He should be able to follow procedures and apply prescribed techniques to routine tasks with minimum supervision.

S-3 Proficiency Level.

Trainee has received simulated job-type training in which he performed this task, applying principles and procedures applicable to the task. He has had only limited experience but can perform "on his own" all normal requirements of the task/job.

S-4 Analytical Level.

Trainee has received job-type, hands-on, and simulated on-the-job work experience in training. He is fully proficient and can be expected to apply the training at a performance level paralleling that of an experienced journeyman. He can translate his performance proficiency to performing new or related tasks in similar systems. If required, he can teach others how to perform the task.

APPENDIX 2. GUIDELINES FOR DETERMINING LEVEL  
OF DEVELOPMENT EFFORT REQUIRED

Guidelines set general criteria which usually apply when two or more of the listed conditions exist.

1. Limited Development Effort.      Time very critical.  
  
Course life not expected to be of long duration.  
  
Small to medium student population.  
  
Training outcomes do not require measurable terminal behaviors.  
  
Training is job required or lower priority.  
  
Uniformity of training important, but exceptionally high degree not required.
2. Partial Development Effort.      Urgency for training stressed by requesting organization.  
  
Medium to large student population.  
  
Training operationally necessary to accomplish mission in moderately short time frame.  
  
Training is at least job required.  
  
Uniformity of training critical, but exceptionally high degree not required.
3. Complete Development Effort.      Planning cycle provides significant lead time.  
  
Large student population.  
  
Expected continuing training requirement of long duration.  
  
Mandatory training requirement.  
  
Training outcomes must be based on very specific description of terminal behaviors.  
  
Exceptionally high degree of uniformity and quality control required of training.

## APPENDIX 3. COURSE DEVELOPMENT EFFORT

Guidelines setting general conditions which may apply to each type of development effort.

Development Activity	Complete	Partial	Limited
Depth of Analysis.	Job Task Analysis or Job Training Standard.	Job Function Analysis (if Job Task Analysis or Job Training Standard are not available).	Job Function Analysis (if Job Task Analysis or Job Training Standard are not available).
Instructional Objectives.	Fully descriptive explicit statement of ACTION, CONDITIONS and STANDARDS.	Partially descriptive--one or more components of the objectives omitted or not explicit.	Statement of action only.
Methodology.	Fully consistent with behaviors described by the instructional objectives--simulation, role-playing, laboratory exercises, etc.	Partially consistent--limited to methods of less sophistication than live simulation, hands-on equipment operation, etc. Could include lecture, structured group discussions, problem-solving workshops, impromptu role-playing, etc.	Limited to lecture, group discussion, etc. --instructor-centered activities.
Performance Measurements.	Fully consistent with instructional objectives --live simulations, hands-on equipment tests, actual task performance, etc.	Partial task performance, operation of equipment simulators or systems boards, some use of written tests to determine knowledge of skill elements of a task or outcome, etc.	Written tests, oral questions, responder items, etc.
Program of Instruction (POI) or Program Control Document.	POI defines instructional objectives, enabling objectives, classification of behaviors, methodology, learning sequence, practice activities and performance tests.	POI is developed but does not provide explicit guidance to course developer. One or more of the major elements of a complete POI may be omitted.	No POI or intermediate control level.

APPENDIX 4. TRAINING PLAN FORMAT

- I. PURPOSE OF THE TRAINING PLAN.
- II. ANALYSIS OF THE TRAINING PROPOSAL.
- III. ANALYSIS OF THE TRAINING OUTCOMES.
  - A. Analysis of Job Tasks.
  - B. Prerequisites.
  - C. Training Needed.
- IV. ANALYSIS OF ALTERNATE SOURCES AND METHODS OF TRAINING.
- V. COST AND BASIC ADMINISTRATIVE DATA.
- VI. RECOMMENDED TRAINING.
  - A. Content and Outcomes.
  - B. Administration.
- VII. TIME-PHASING CHART.
- VIII. TRAINING EVALUATION PLAN.
- IX. COURSE CATALOG ENTRY.

## APPENDIX 5. SAMPLE COURSE CATALOG ENTRIES

1. CSC PERSONNEL ASSESSMENT AND SELECTION, 3 days, TPMO.

Provides personnel specialists with the basic concepts in the assessment of human abilities; stresses the use, advantages, and limitations of the several types of personnel measurement and appraisal devices, e.g., supervisory appraisals, tests, vouchers, interviews, etc.; examines job analysis techniques involving combining and weighting measurement results.

Prerequisites: None.

2. HELICOPTER QUALIFICATION, 5 weeks, AAC-950.

This course is for General Aviation Operations Inspectors/Specialists and consists of classroom instruction, flight training, preflight inspections and briefing, and postflight critique and discussions. The instruction provided will enable the inspector to satisfactorily pass the required tests for commercial rotorcraft-helicopter and flight instructor-rotorcraft certificates; administer the required oral and flight tests to field applicants; evaluate heliports for safe operation; survey and certificate helicopter flight training schools, operators and pilots; and investigate helicopter incidents or accidents.

Prerequisites: A commercial pilot certificate, a flight instructor's certificate, and a current second class medical certificate.

3. DOUGLAS DC-10 PILOT/FLIGHT ENGINEER RECURRENT QUALIFICATION, 2 weeks, AAC-950.

This course provides instruction to enable the previously qualified inspector to satisfactorily explain orally the functions, limitations, and operational procedures of the aircraft and systems; provide proper responses to trouble indications; and demonstrate that he can properly perform the preflight inspection, flight maneuvers, and the postflight requirements necessary for the pilot and flight engineer proficiency checks.

Prerequisite: 28034, Douglas DC-10 Pilot/Flight Engineer Initial Qualification.

4. AIR TRAFFIC CONTROL BEACON INTERROGATOR, ATCBI-4 WITH STORAGE TUBE DEFRUITER, 3 weeks, AAC-940.

This course is for personnel who are responsible for the installation, evaluation, modification, maintenance, or certification of the ATCBI-4 with storage tube defruiter. The resident course consists of classroom



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lectures, examinations, and laboratory sessions. Classroom subjects are: Beacon introduction, transmitter, receiver, synchronizer, stagger, destagger unit, monitor, storage tube defruiter, and test set. Laboratory sessions develop skills in fault diagnosis, performance analysis, alignment, test procedures, use of test equipment, and routine checks and adjustments.

Prerequisites: 44509, Solid State Devices; 40329 and 40330, Radar Principles A & B; and 40402, Digital Logic Principles.

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3000.6B  
Appendix 6

## APPENDIX 6. FAA FORM 3000-3, REQUEST FOR OUT-OF-AGENCY TRAINING AND AGREEMENT TO CONTINUE IN SERVICE OF AGENCY

REQUEST FOR OUT-OF-AGENCY TRAINING				DATE
<b>PART I—IDENTIFICATION AND TRAINING INFORMATION</b>				
NAME OF EMPLOYEE		SSN	NAME AND MAILING ADDRESS OF TRAINING FACILITY	
TITLE		GRADE AND SERIES		
ORGANIZATION AND LOCATION		TRAINING PERIOD FROM: TO:	DIRECT HOURS OF INSTRUCTION	
<b>FOR NONGOVERNMENT TRAINING ONLY</b> EMPLOYEE <input type="checkbox"/> HAS <input type="checkbox"/> HAS NOT HAD ONE YEAR OR MORE CURRENT CONTINUOUS FEDERAL CIVILIAN SERVICE. IF NOT, GIVE DATE WAIVER APPROVED _____		<b>TRAINING AGREEMENT</b> <input type="checkbox"/> IS <input type="checkbox"/> IS NOT REQUIRED. IF REQUIRED, GIVE DATE EXECUTED. (See reverse of form) DATE EXECUTED _____		EMPLOYEE <input type="checkbox"/> HAS <input type="checkbox"/> HAS NOT HAD MORE THAN ONE YEAR NON-GOVERNMENT TRAINING IN CURRENT TEN YEAR PERIOD OF CONTINUOUS OR NON-CONTINUOUS FEDERAL CIVILIAN SERVICE. IF MORE THAN ONE YEAR GIVE DATE WAIVER OBTAINED _____
TITLE AND BRIEF DESCRIPTION OF COURSE OR TRAINING PROGRAM				
JUSTIFICATION FOR TRAINING (Show specific relationship of training to job requirements)				
CATEGORY OF TRAINING, e.g., MANDATORY, JOB-REQUIRED, HIGHLY DESIRABLE, PERFORMANCE IMPROVEMENT, CAREER DEVELOPMENT				
<b>PART II—ADDITIONAL TRAINING EXPENSES (Exclusive of Salary, Pay, or Compensation)</b>				
A. DIRECT COSTS		B. INDIRECT COSTS		
1. Tuition, Matriculation or Registration Fees	\$	1. Travel	\$	
2. Library or Lab Services	\$	2. Per Diem	\$	
3. Purchase or Rental of Books, Materials & Supplies	\$	3. Transportation of Immediate Family, etc.	\$	
4. Other	\$	4. TOTAL INDIRECT COSTS	\$	
TOTAL DIRECT COSTS \$		TOTAL ALL COSTS \$		
<b>APPROVALS</b>				
SIGNATURE AND TITLE OF REQUESTOR		SIGNATURE AND TITLE (Operational approval)		DATE
PERSON TO CONTACT	EXT.	SIGNATURE AND TITLE (Administrative approval)		DATE
<b>PART III—SUMMARY OF TRAINING COMPLETED (To be Completed by Supervisor or Training Officer)</b>				
TRAINING WAS COMPLETED <input type="checkbox"/> SATISFACTORILY <input type="checkbox"/> UNSATISFACTORILY (Provide summary statement of circumstances for incomplete training and action taken.) (Attach additional sheet if needed).				
SIGNATURE		TITLE		DATE

FAA Form 3000-3

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AGREEMENT TO CONTINUE IN SERVICE OF AGENCY																													
NAME OF EMPLOYEE		HEADQUARTERS LOCATION OF EMPLOYEE																											
TITLE OF COURSE		DATE OF COURSE																											
		BEGINS		ENDS																									
		NO. FULL DAYS IN TRAINING	NO. FULL POST-TRAINING DAYS TO BE SERVED	TOTAL OBLIGATED SERVICE DAYS																									
<p>I, _____, HEREBY AGREE THAT:</p> <ol style="list-style-type: none"> <li>1. For the period of my training and for _____ working days after my training period expires, I will continue in the service of the Federal Aviation Administration unless I am involuntarily separated from that Administration; and</li> <li>2. If I voluntarily leave the service of the Federal Aviation Administration before I complete the agreed training and post-training period and do not immediately enter the service of another Federal agency, I will repay to the Government the cost of the additional expenses incurred by the Federal Aviation Administration in connection with my training.</li> </ol>																													
<p>I HEREBY FURTHER AGREE THAT:</p> <ol style="list-style-type: none"> <li>1. If I voluntarily leave the Federal Aviation Administration to enter the service of another Federal agency before completing this obligated service, I will give at least 10 work-days advance notice to the Federal Aviation Administration of such proposed transfer action; and</li> <li>2. If I fail to give the Federal Aviation Administration a 10 work-day advance notice of transfer to another Federal agency, or if the Federal Aviation Administration notifies me before transfer that repayment is required, I will repay the Government for the cost of additional expenses incurred by the Federal Aviation Administration.</li> </ol>																													
<p>I UNDERSTAND THAT:</p> <ol style="list-style-type: none"> <li>1. Additional expenses in connection with my training include all expenses on my behalf, except my regular salary or pay, while undergoing training. These additional expenses are estimated to be:</li> </ol> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 20%;">PER DIEM</th> <th style="width: 10%;">\$</th> <th style="width: 40%;">OTHER (As specified)</th> <th style="width: 10%;">\$</th> <th style="width: 20%;"></th> </tr> </thead> <tbody> <tr> <td>TRANSPORTATION</td> <td>\$</td> <td></td> <td>\$</td> <td>\$</td> </tr> <tr> <td>TUITION</td> <td>\$</td> <td></td> <td>\$</td> <td>\$</td> </tr> <tr> <td>BOOKS AND SUPPLIES</td> <td>\$</td> <td></td> <td>\$</td> <td>\$</td> </tr> <tr> <td colspan="3"></td> <td style="text-align: right;"><b>TOTAL</b></td> <td>\$</td> </tr> </tbody> </table> <ol style="list-style-type: none"> <li>2. The above figures are estimated and, if I fail to complete this agreement, will be corrected to actual expenditures.</li> <li>3. Any costs due the Government as a result of my failure to complete this agreement may be withheld from any monies owed me by the U.S. Government, or may be recovered by such other methods as prescribed by law.</li> </ol> <p>I FURTHER UNDERSTAND THAT this agreement does not in any way commit the Federal Aviation Administration to continue my employment.</p>					PER DIEM	\$	OTHER (As specified)	\$		TRANSPORTATION	\$		\$	\$	TUITION	\$		\$	\$	BOOKS AND SUPPLIES	\$		\$	\$				<b>TOTAL</b>	\$
PER DIEM	\$	OTHER (As specified)	\$																										
TRANSPORTATION	\$		\$	\$																									
TUITION	\$		\$	\$																									
BOOKS AND SUPPLIES	\$		\$	\$																									
			<b>TOTAL</b>	\$																									
SIGNATURE OF TRAINEE			DATE																										
SIGNATURE FOR THE GOVERNMENT		TITLE		DATE																									
OBLIGATION DISCHARGED (Method)																													
SIGNATURE OF PERSONNEL OFFICER			DATE																										

## PROCEDURAL INSTRUCTIONS FOR COMPLETING FAA FORM 3000-3

1. Prepare an original and two (2) copies. More copies may be prepared as needed by the originating offices.
2. Complete all items in Part I which are self-explanatory. If the "Agreement to Continue in Service" is required, the reverse of the form will be completed, as required by Chapter 12 of this Order.
3. Include in the "Description of Course or Training Program" any special requirements or prerequisites stated for admission to the course and a statement to the effect that the employee has acquired these special requirements, experience, or prerequisites.
4. Justification for Training - The justification for out-of-agency training must be specified concerning the application of the training to the position the employee holds or will hold in the foreseeable future. The following factors should be inherent in the justification for out-of-agency training:
  - a. The relative degree of the employee's need for training to enhance the performance of an agency mission.
  - b. The extent to which the employee's knowledge, skills, attitudes, or performance will be improved by training provided.
  - c. The relative ability of employees to pass the training received on to others.
  - d. The relative length of time, and the degree to which the agency expects to benefit from the employee's improved skills, knowledges, and/or performance.
  - e. The employee's own interest and effort to improve his work or skills.
5. Category of Training - Describe the specific purpose of the training, e.g., Mandatory, Job-Required, Highly Desirable, Performance Improvement, Career Development.
6. Complete the appropriate items in Part II on the original copy prior to obtaining the necessary approvals.
7. When out-of-agency training is approved and contracted for under local approval authority, copies need not be forwarded to the Office of Personnel and Training. Copies of the FAA Form 3000-3 for completed training should be maintained by the requesting organization, by the regional or center training office, and on the permanent side of the personnel file of the employee.

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8. When out-of-agency training is contracted for by the Washington Office, the original and two copies of the FAA Form 3000-3 will be forwarded to the Office of Personnel and Training. The Office of Personnel and Training will prepare the necessary form DOT F 4200.1. In these instances, training approved at the Washington level will be funded and contracted for by the Office of Personnel and Training. Two copies of the approved FAA Form 3000-3 will be returned to the region for local use.

Note: Programs that are arranged by the Washington Headquarters Office of Personnel and Training, because of administrative requirements of the conducting organization, will not require that FAA Form 3000-3 be forwarded to Washington Headquarters.

All announcements of courses coordinated by Washington Headquarters will contain specific instructions for processing FAA Form 3000-3.

9. A copy of FAA Form 3000-3 for training of military personnel will be forwarded to the Military Personnel Officer of the Department of Transportation. This will assure that proper entries will be made on military service records of the individuals concerned, and also provide the opportunity for screening as to retainability within the agency and/or military service.
10. Complete the appropriate item in Part III on the original copy of FAA Form 3000-3 prior to forwarding for inclusion in the trainee's personnel file. (See paragraph 1403.d. of this Order.)

APPENDIX 7. STANDARDS FOR CENTRALLY-CONDUCTED  
OR ADMINISTERED TRAINING PROGRAMS1. Element: Prerequisites for Training Courses

Goal: Approved prerequisites exist, where required, and are appropriately used.

Standards:

- a. Training courses have approved prerequisites, where required.
- b. All students accepted for enrollment meet approved course prerequisites, or have an approved waiver on file.
- c. Failure rates for students with waived prerequisites do not exceed the norm for students with the regular prerequisites.

2. Element: Instructional Improvement

Goal: An effective program of instructional improvement exists, is documented, and is being followed.

Standards:

- a. All new instructors have completed Basic Instructor Training and the FAA Management Training School Basic Supervisory Training Course 01200, or have equivalent training, prior to assignment to instructor duties.
- b. All instructors are completing Advanced Instructor Training within 12 months after beginning first classroom teaching assignments.
- c. The teaching effectiveness of each instructor is being evaluated by his supervisor semiannually.
- d. Evidence exists that supervisory evaluations are discussed with the instructor and that remedial action is taken, including refresher training as necessary.

3. Element: Training Records and Reports

Goal: A system for maintaining and preserving the official record of individual student enrollment and final achievement is maintained and kept current, and reports required by agency policy are complete and accurate and submitted on schedule.

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Standards:

- a. Any student's complete training record is available for inspection.
- b. Each student's training record is updated within three weeks of course completion.
- c. All student training records, record forms, and distribution are in accordance with existing Washington and local policy.
- d. The following reports are complete, accurate, and submitted on schedule:
  - (1) Monthly Flash Report of Training Trends.
  - (2) Quarterly FAA Academy Training Progress Report, RIS: TR 3000-2.
  - (3) Quarterly FAA Management Training School and Transportation Safety Institute program reports.
  - (4) Annual Report of Training Activities, RIS: TR 3040-1.

4. Element: Field Training Materials Support

Goal: Training manuals and course materials meet course objectives, are technically correct and current, and are prepared in accordance with approved practices.

Standards:

- a. All materials for field use are developed in accordance with a training plan approved by the Office of Personnel and Training.
- b. Evidence exists that each training manual and associated materials were reviewed and revised as needed by the FAA Academy or the FAA Management Training School for adequacy, accuracy, currency, completeness, and continued requirement within the preceding three years.
- c. Changes which deviate from the approved training plan are approved by the Office of Personnel and Training.

5. Element: Training Plans

Goal: All courses are structured and conducted in accordance with a current and approved training plan.

Standards:

- a. All training courses and associated materials are based on approved training plans.
- b. Evidence exists that each training plan has been reviewed within the preceding three years, and, if found necessary, has been revised and submitted for approval by the Office of Personnel and Training and the appropriate service.
- c. Training plans are initiated by a properly prepared training proposal and based either on approved Job Task Analyses, Job Training Standards, or Job Function Analyses.
- d. A file of approved training plans is readily available.
- e. Any change in the training outcomes, course length, or prerequisites is approved by the Office of Personnel and Training.
- f. Approved training plans are developed in accordance with Chapter 5 of this Order.

6. Element: Grading Systems

Goal: There is an approved grading system for each agency training program area.

Standards:

- a. The grading systems are being equitably applied.
- b. Students are cognizant of grading policy.
- c. Evidence exists that an effort is being made to develop and use an objective grading system.
- d. Grade determining examinations are validated by an accepted validation technique.
- e. Narrative statements are used to explain final grades which are marginal, unsatisfactory, or result from unusual circumstances, and are made available to the student concerned.
- f. All examination items are a measure of approved training outcomes.

7. Element: Job Function Documentation

Goal: All courses are developed in accordance with approved, current Job Task Analyses (JTA), Job Training Standards (JTS), or Job Function Analyses (JFA).



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Standards:

- a. A JTA, JTS, or JFA exists for each agency job category for which training is developed.
- b. Each JTA, JTS, and JFA has been approved within the preceding three years.
- c. All instructors are cognizant of applicable JTAs, JTSs, and JFAs.
- d. JTAs, JTSs, and JFAs are approved by the Director of Personnel and Training and the appropriate Office or Service Director responsible for the career field.

8. Element: Training Requirements

Goal: A procedure exists for summarizing and presenting training requirements to the Director of Personnel and Training.

Standards:

- a. Annual program submission includes recommendations for adjustments.
- b. Interim training requirements are handled in accordance with Office of Personnel and Training directives.

9. Element: Enrollment Allocation

Goal: A procedure for managing enrollment allocations is documented and used.

Standards:

- a. Enrollment allocations are issued at least four weeks prior to class starting dates.
- b. Weekly "Onboard Student Population Reports" for the Airway Facilities training program are forwarded to the Office of Personnel and Training by the FAA Academy.
- c. Records are kept for each course by region of "over" and "under" attendance versus adjusted schedule, and documentation exists that appropriate action has been taken to correct undesirable symptoms and trends (travel money, manpower, etc.).
- d. All approved programmed enrollments are scheduled.

10. Element: Training Aids

Goal: All Class I training aids are approved and properly used in support of training.

Standards:

- a. Washington approval is obtained prior to procurement of all Class I training aids.
- b. Retention of Class I training aids is justified by a resident training requirement (in Five-Year Plan).
- c. All Class I training aids are modified and maintained to the same standards as are applicable to similar operational field equipment.
- d. An annual inventory of all Class I training aids is available for Washington review.
- e. All Class I training aids are justified by approved course objectives.

11. Element: Evaluation

Goal: An evaluation program exists.

Standards:

- a. Approved training evaluation plans are being followed and results documented.
- b. Class evaluations are analyzed and corrective action determined and initiated.
- c. Approved course control documents exist for each course and are in accord with the stated outcomes of approved training plans.
- d. An approved procedure exists for obtaining post training data from students and their immediate supervisors concerning achievement of training outcomes.
- e. The training organization has a formal method of evaluation designed to improve its training programs.

12. Element: Scheduling

Goal: Training schedules satisfy annual training program objectives.

Standards:

- a. Schedules reflect training that is required to accomplish training program objectives.
- b. All cancellations or eliminations of classes from an issued schedule are accomplished with Office of Personnel and Training approval.
- c. Fiscal year program scheduling, when adjusted for unfilled enrollments and approved class cancellations and eliminations, results in 100-percent accomplishment of training program objectives.

13. Element: Counseling

Goal: A program exists for counseling students.

Standards:

- a. Policy documents exist which set standards and procedures for counseling.
- b. Records of counseling are maintained.
- c. A periodic review of counseling procedures and records is being conducted.

14. Element: Organization and Policy

Goal: Organization and policy documentation prepared by the training organization is an extension of, and compatible with, National organization and policy documents.

Standards:

- a. Copies of agency directives on organizational policy are reasonably available to every supervisor in the training organization.
- b. Copies of agency directives on training policies are in the supervisor's office.
- c. A program exists whereby each instructor is made aware of those portions of agency directives which are applicable to his areas of responsibility.

15. Element: Training Course Termination

Goal: Courses are terminated when there is no longer a valid requirement.

Standards:

- a. Procedure is established to identify courses wherein student participation is not representative of intended student input as defined in the training plan.
- b. Procedure is established for recommending to the Office of Personnel and Training the termination of resident and directed study courses for which requirements are questionable.
- c. Procedures are established to identify to the Office of Personnel and Training courses where there is duplication of effort in achieving similar training outcomes.

APPENDIX 8. STANDARDS FOR TRAINING PROGRAMS CONDUCTED  
OR ADMINISTERED IN THE FIELD1. Element: Regional Training Policies, Practices, and Standards

Goal: Current regional training policies, practices, and standards exist and are compatible with National policy.

Standards:

- a. Regionally-issued training policies, practices or supplements to agency directives exist, and are compatible with National training policies.
- b. Regionally-issued training policies or supplements to National directives are current, reviewed and updated if necessary annually, and do not needlessly duplicate agency issuances.
- c. Regionally-developed training program standards are current, and are compatible with National training program standards.
- d. Regional application of agency-developed training program standards is consistent with agency goals and policies.

2. Element: Job Function Documentation and Training Plans

Goal: All continuing regionally-developed courses are conducted in accordance with current and approved training plans.

Standards:

- a. Regional training plans are developed using Job Task Analyses, Job Training Standards, or Job Function Analyses for the job categories for which the training is designed.
- b. All continuing training courses and associated materials are based on approved training plans.
- c. Approved training plans and the related course or courses are modified as established Job Task Analyses, Job Training Standards, or Job Function Analyses are updated.
- d. Approved training plans are reviewed and certified as still current every three years.
- e. Approved training plans are developed in accordance with Chapter 5 of this Order, are maintained on file, and are available for review.

- f. Changes to training course content, methodology, and training equipment are covered by approved training plan revisions.
- g. Training outcomes are specific, objective and, to the extent possible, measurable.

3. Element: Training Requirements

Goal: To have a meaningful program of identification, review, and justification of technical, management, and general training requirements.

Standards:

- a. The identification of training requirements for established on-going programs originates from the employee/supervisor level.
  - b. The identification of gross training requirements for new programs, new equipment, etc., may originate with the regional program division if the first-level supervisor cannot be provided with sufficient guidelines to effectively determine the anticipated requirement.
  - c. The identification of gross training requirements created by turnover, failure rate, etc., originates with the appropriate program division.
  - d. Training requirements are reviewed at the regional level for actual need and for equitable utilization of regional resources.
  - e. Funding requirements for the regional training program are developed by the Training Program Management Officer (TPMO) in conjunction with the Budget and Program Divisions.
  - f. The regional TPMO consolidates the regional training program and, by providing an objective analysis of the training required, makes timely recommendations concerning the program to regional top management officials.
  - g. Close liaison is maintained between the TPMO and the Budget Division so that the relationship between the training requirements and funds programmed for training is maintained.
  - h. Regional procedures and policies permit the employee to participate in the training requirements identification process.
- (1) Training requirements which originate from the performance appraisal process, and especially that training to meet future needs, reflects the employee's goals as well as those of management.

- (2) Training requirements which are determined unilaterally by management as a result of new equipment, procedures, etc., are explained to and understood by the employee.
- (3) A procedure is established and in use which assures an organizational feedback on requested training.

4. Element: Programming and Scheduling the Annual Program

Goal: To accomplish, within appropriate priorities and limitations, an effective and economical regional training program.

Standards:

- a. The Training Program Management Officer serves as the primary source of information, review, and control of the regional program and can provide a complete status report of the regional training program which includes:
  - (1) The correlation of travel and tuition funds to requirements during the annual call and throughout the administration of the program for the fiscal year.
  - (2) Status of program accomplishment by major organizational programs--initial requirements, training accomplished, training remaining to be accomplished, and the costs of each.
  - (3) Changes to the regional program--additions and deletions and the region's ability to absorb such changes within the existing program.
  - (4) Recommendations as to appropriate reallocation of resources and adjustment of priorities, if warranted.
- b. Statistical cost data is maintained and is used to verify and validate appropriateness of schedules, sources, costs, techniques, and methods.
- c. Basic supervisory training is programmed and scheduled in accordance with agency policies and directives for each "new" supervisor during the coming fiscal year.
- d. As a minimum, the following priorities are used to guide programming and scheduling, and the TPMD is able to point to specific examples of their application and to justify any deviations:

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<u>No.</u>	<u>Category</u>	<u>Definition</u>
1	Mandatory	Training required for the POSITION by regulation, order, or certification requirements.
2	Job Required	Training required for the POSITION for minimum operational efficiency but not specifically required by regulation, order, or certification requirements.
3	Highly Desirable	Training required for the POSITION for optimum efficiency of operation.
4	Performance Improvement	Training required for the INDIVIDUAL in the job to improve his performance.
5	Career Development	Training needed by the INDIVIDUAL to prepare him for potential future responsibilities.

5. Element: Conduct and Administration of Regional Courses and Programs

Goal: Training conducted and/or arranged for at the regional level meets the requirements of agency policies and procedures.

Standards:

- a. Prerequisites for each regional training course have been identified or a determination made that no prerequisites exist.
- b. All students accepted for enrollment meet the approved prerequisites or have an approved waiver on file prior to the course starting date.
- c. Waivers are based upon written justification of how the individual's abilities, experience, and training substitute for the prerequisites. The requesting official must predict the anticipated performance of the individual in the training course for which the waiver is being sought.
- d. Prerequisites established for regional courses are consistent with existing Job Task Analyses, Job Training Standards, or Job Function Analyses, and with the specified training outcomes in the approved training plan.
- e. Agency instructor personnel who conduct an instructional unit of three hours or more must have received instructor or briefing techniques training.



- f. The teaching effectiveness of instructors is evaluated as follows:
- (1) All new speakers or instructors are evaluated by a professional member of the regional training branch, or by the facility training officer at the time of their initial presentation.
  - (2) Instructors are evaluated at least once a year. FAA Form 3030-3 may be used for this purpose. A sample form is enclosed as Appendix 9 of this order.
- g. The evaluation of an instructor is discussed with him and the resulting action taken is recorded, i.e., evaluation satisfactory, no action required; followup evaluation required at time of next presentation; or individual scheduled for next instructor training course.
- h. Instructor and speaker evaluations, with the resulting action taken, are maintained on file and are available for review.
- i. As a minimum, the TPMO and his staff have the capability of conducting locally the following courses:
- (1) On-the-Job Training Techniques Course. The TPMO, a member of his staff, or selected field instructors should be capable of conducting this course locally if requirements warrant doing so.
  - (2) Instructor Training Course (40 to 80 hours). A modified version of the 80 to 120-hour course given by the Academy which is conducted locally by the TPMO or a member of his staff for regional personnel who do not require the longer and more intensive course.
  - (3) Orientation Course for New FAA Employees. An eight- to sixteen-hour course normally conducted by the Employment Branch but scheduled and administered through local training facilities and staff.
- j. The TPMO prepares and publishes a YEARLY schedule of courses and enrollments at least by June 15 based upon programmed enrollments, and considering priorities and resources.
- k. Supervisors know the criteria and procedures for submitting additional or supplemental requirements, cancelling existing requirements, and rescheduling confirmed enrollments.
- l. Supervisors plan work and leave schedules so that training may take place as programmed, or request that the training be cancelled or rescheduled on a timely basis, preferably 30 days in advance.

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- m. Within 30 days prior to the employee's attendance at training, his immediate supervisor discusses with him:
  - (1) Why he was selected for the training.
  - (2) What, in general terms, the training will cover.
  - (3) What he, the supervisor, expects the employee to obtain from the training.
  - (4) How he, the supervisor, expects the employee to apply what he learns.
  - (5) Other information useful to the student.
- n. The nominating officials, the immediate supervisor, and the trainee are notified of selection for a specific course at least two weeks prior to the course starting date.
- o. Within approximately 60 days following completion of training and the employee's return to his position, his immediate supervisor participates with him in a post-training counseling session to discuss training results and post-training assignments. The supervisor documents the results of the interview and, when appropriate, advises the training organization.
- p. The TPMO monitors, reviews, and provides overall program guidance to the regional training program by:
  - (1) Advising and assisting regional program officials in implementing and achieving technical training program goals established by the agency.
  - (2) Advising and assisting regional program officials in assessing the appropriateness and effectiveness of the training and the utilization of training personnel.
  - (3) Reviewing and approving (administrative approval) all out-of-agency training.
  - (4) Monitoring enrollments and related costs and recommending adjustments of program resources and requirements to insure efficient and equitable use of available resources both within a specific program area and the total regional program.
  - (5) Establishing, in conformity with agency policies, local procedures and standards for the development, conduct, administration, and evaluation of on-the-job training.

- q. At least 80% of the training scheduled, planned, and funded is accomplished. (This indicates reasonable validity of the requirements and the operational need.)
- r. At least 80% of the supervisors interviewed indicate that the training for their employees during the most recent 12-month period accomplished the intended purpose.
- s. Training classroom space, as a minimum, provides 30 square feet per student, and classrooms are available to conduct all required training.
- t. Staffing for training positions provides adequate numbers of fully qualified instructor personnel to conduct all required training.
- u. Training spaces/rooms, as a minimum, are equipped with chalkboards, trainee desks/tables and chairs, instructor podium, electrical outlets for audiovisual equipment, and are adequately lighted and ventilated.
- v. Late model audiovisual equipment is available to the extent needed to support all required training.

6. Element: Administration of Out-of-Agency Training

Goal: All out-of-agency training approved and arranged is justified and satisfies the provisions of the Government Employees Training Act.

Standards:

- a. Regional procedures insure that attendance at all out-of-agency training is approved, including operational and administrative approval, prior to the employee beginning the training.
- b. "Agreement to Continue in Service of Agency" (reverse of FAA Form 3000-3) is executed, if required, prior to any regional commitment for out-of-agency training.
- c. All waivers of restrictions or limitations on out-of-agency training are fully documented and approved prior to the final approval of the request for out-of-agency training.
- d. Regional procedures exist which insure that any personnel action which constitutes a violation of an in-force "Agreement to Continue in Service of Agency" is brought to management attention before the personnel action is effected.
- e. Waiver of the agency right of recovery is approved, or action to enforce the right of recovery is initiated, prior to effecting the

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personnel action. (The employee must be informed of the agency decision before the personnel action is effected.)

- f. All records of out-of-agency training approved, waivers granted, etc., are maintained by the TPMD and are available for review.
- g. All out-of-agency training requests which require review and approval by the Office of Personnel and Training are handled in accordance with established agency policies and procedures.
- h. Each violation of an "Agreement to Continue in Service of Agency," with the action taken, is reported to the Director of Personnel and Training.

7. Element: Training Evaluation

Goal: A regional training evaluation plan exists and a schedule of evaluation activities has been established and is being executed.

Standards:

- a. A regional training evaluation plan exists and has been developed by the TPMD in conjunction with the program divisions.
- b. A schedule of evaluation activities for executing the plan has been established and published.
- c. The regional training evaluation plan is reviewed each year during the budget call, modified as needed, and a new evaluation schedule established.
- d. The TPMD serves as the focal point for the evaluation of educational and training activities.
- e. Training classes conducted by the regions for the first time are evaluated, in accordance with an established evaluation plan, by a professional member of the regional training branch.
- f. All other training arranged and/or conducted by the regions within the fiscal year is evaluated in accordance with an established evaluation plan. As a minimum, it must consist of an end-of-course evaluation by the student and instructor(s). FAA Form 3030-4 may be used for this purpose. A sample form is enclosed as Appendix 10 of this Order. An end-of-course evaluation by the instructor is not required for out-of-agency training.
- g. Evaluation reports, with a record of the recommendations made and subsequent actions taken are maintained and available for review.

8. Element: Training Records and Reports

Goal: To maintain and develop as simply and efficiently as possible those training records and reports required by agency policy and the operating requirements of the regional program.

Standards:

- a. A regional system for maintaining and preserving the official record of student enrollment and achievement, which is compatible with National policy, exists and is kept current. (An employee's record is updated within 30 days of course completion.)
- b. Training records are contained in the employee's official personnel file.
- c. Training records used in day-to-day activities by the supervisor, i.e., record of OJT progress, should not be placed in the employee's official personnel file.
- d. The Annual Report of Training Activities, RIS: TR 3040-1, which provides information on past fiscal year training activities, is completely responsive to Civil Service Commission requirements, and is submitted to the Director of Personnel and Training on schedule.
- e. The Training Programs Report, RIS: MN 1800-2, is complete in all details and submitted on schedule.
- f. An analysis of training progress, achievement, problem areas, and recommendations for program improvements is made by the TPMO to the Regional Director at least once each fiscal year.

9. Element: ATCS Second Career Program Management

Goal: All training aspects and requirements associated with Public Law 92-297 (Second Career Program for Air Traffic Controllers) are being accomplished efficiently and effectively.

Standards:

- a. Liaison is established and being maintained between the regional Manpower Division and Aviation Medicine, Accounting, and Air Traffic Divisions.
- b. Liaison is established and being maintained with academic institutions and private industry with regard to enrollment and training programs for second career trainees.
- c. Regional and National management are kept advised of the status of program activities.

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- d. A high level of awareness is being maintained with respect to the contents of Order 3410.11 and its interpretation, and with National and regional policy concerning all aspects of program administration, and the relationship of the second career program to other relevant benefit and retirement programs.
- e. The regional training pool is being administered in accordance with National and regional policy and applicable regulations.
- f. Counselling and guidance is being provided to second-career program participants. Outside counselling and testing services are arranged as necessary.
- g. Training agreements are being developed with program participants which adhere to National and regional policy and good training practice.
- h. Appropriate fiscal accounting records for training pool activity are being maintained.
- i. Required reports, including fiscal status, training pool composition data, and projections are being prepared.
- j. Program monitoring and internal program evaluation, including personal contact between regional specialists and program participants enrolled in training are being conducted.

APPENDIX 9. FAA FORM 3030-3, GUIDE FOR  
EVALUATION OF INSTRUCTION

GUIDE FOR EVALUATION OF INSTRUCTION									
COURSE TITLE									
ITEM		OUTSTANDING	GOOD	WEAK	NOT APPLICABLE	COMMENTS			
1	INTRODUCTION					Write comments on all items checked in "Weak" column; comments on "Outstanding" and "Good" items are optional. Use space below for additional comments.			
	A CONTENT								
	B EFFECT								
2	PRESENTATION								
	A SUBJECT MATTER								
	1 INSTRUCTOR'S KNOWLEDGE								
	2 ORGANIZATION AND COVERAGE								
	B EXPLANATIONS								
	C QUESTIONING								
	D TEACHING								
	1 BY TELLING								
	2 BY SHOWING								
	3 BY DOING								
	E TRAINING AIDS								
	1 ADEQUACY								
	2 USE								
3	APPLICATION BY TRAINEES								
	A PARTICIPATION IN DISCUSSION								
	B NOTE TAKING								
	C TRAINEE PERFORMANCE								
4	SUMMARY								
	A CONTENT								
	B EFFECT								
5	TESTING								
	A CONTENT								
	B EFFECT								
6	ASSIGNMENTS								
7	USE OF LESSON PLAN								
8	TRAINEE RESPONSE								
	A ATTENTION								
	B COOPERATION								
9	PHYSICAL CONDITIONS								
	A HEAT, LIGHT, VENTILATION								
	B TRAINING AREA ORGANIZATION								
10	INSTRUCTOR CHARACTERISTICS								
	A VOICE, DICTION, DELIVERY								
	B ENTHUSIASM								
	C APPEARANCE, MANNERISMS								
COMMENTS									
<div style="text-align: right;">(Continue on reverse)</div>									
TYPED NAME AND SIGNATURE OF EVALUATOR					TITLE			DATE	
TYPED NAME AND SIGNATURE OF INSTRUCTOR					TITLE			DATE	





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COURSE EVALUATION (Continued)			
PART II - OVERALL RATING OF COURSE			
(Check one) ▲	<input type="checkbox"/> OUTSTANDING	<input type="checkbox"/> EXCELLENT	<input type="checkbox"/> GOOD <input type="checkbox"/> FAIR <input type="checkbox"/> POOR
PART III - ADDITIONAL COMMENTS			
SIGNATURE		TITLE AND LOCATION	DATE

GPO 899-290

## APPENDIX 11. STANDARDS FOR AGENCY-CONDUCTED COURSES

NOTE: These standards are designed to measure the effectiveness of INDIVIDUAL COURSES versus TRAINING PROGRAMS as contained in Appendices 7 and 8. They are not intended to be entirely compatible with Appendices 7 and 8, which are more general in nature.

1. Element: Analysis of the Training Proposal

Goal: The training proposal is complete in all aspects and accurately reflects an agency need for this training.

Standards:

- a. The training proposal accurately and clearly identifies the training need.
  - (1) Describes the operational and/or management situation which identifies a need for the proposed training.
  - (2) Indicates that non-training solutions were explored and were judged unsatisfactory for correcting the problem.
- b. The proposed training outcomes reflect the skills, knowledges, and attitudes required to be accomplished by the training.
- c. The suggested prerequisites state the required course entry level.
- d. The number to be trained indicates the total requirement by organization and specialty.
- e. The training completion schedule reflects a stated operational or management need and a suggested time frame for accomplishment.
- f. The category of training is established in the training proposal for each specialty.
- g. The proposal establishes priority considerations, if applicable.
- h. Special equipment requirements are identified in the proposal.
- i. The training proposal contains evaluation criteria which will be used to measure on-the-job achievement of the training outcomes.

2. Element: Job Function Documentation

Goal: An approved Job Task Analysis, Job Training Standard, or Job Function Analysis has been prepared, is accurate, and is detailed

enough to provide the specification for the training outcomes identified in each training proposal.

Standards:

- a. An approved Job Task Analysis, Job Training Standard, or Job Function Analysis exists for each training course which is developed.
  - b. The job function documents listed in a, above:
    - (1) Identify a clear relationship between the knowledges, skills, and attitudes required for satisfactory job performance.
    - (2) Serve as the basis for converting job tasks to training outcomes and instructional objectives.
    - (3) Provide for the required knowledge and skill levels.
3. Element: Analysis of the Training Plan

Goal: A current and approved training plan exists for the training.

Standards:

- a. A current and approved training plan exists.
- b. All of the requirements of the training proposal are included in the training plan and any deviations have been fully justified.
- c. The course content in the training plan is directly related to the training outcomes.
- d. The content of courses using the Instructional Systems approach (JCT) contains the instructional objectives for each block of instruction.
- e. The course content reflects a logical instructional sequence as required by the training outcomes.
- f. The course content indicates how trainee achievement of the training outcomes will be accomplished.
- g. The training plan identifies the methodology to be used, i.e., classroom, laboratory, workshop, etc.
- h. The estimated time allocated for each element is specified.
- i. The training plan identifies the training equipment and/or training aids necessary to accomplish the training outcomes.

- j. The training plan specifies optimum and maximum class sizes and provides for the total number to be trained as specified in the training proposal.
  - k. The training plan identifies the training evaluation responsibility, and clearly indicates how the training outcomes are to be measured at the end of the course and on the job.
4. Element: Development of Instructional Materials (programs of instruction, instructor guides, lesson plans, visual aids, etc.)

Goal: Course instructional materials conform to the specifications provided in the training plan.

Standards:

- a. Instructional materials are used as specified in the training plan.
  - b. The instructional program conforms to the guidance contained in the training plan.
  - c. Instructor guides exist in writing, conform to the instructional program, and are available for review.
  - d. Lesson plans exist which conform to the instructor guides, and are available for review.
  - e. The lesson plans identify:
    - (1) Instructional objectives.
    - (2) Methods for meeting the training outcomes.
    - (3) Aids to be used to reinforce the instruction.
    - (4) Testing criteria (measurement used to identify achievement of instructional objectives and training outcomes).
    - (5) Other instructional support materials.
    - (6) Expected trainee preparation.
5. Element: The Prototype Class

Goal: A prototype class was conducted and all pertinent and feasible recommended revisions were implemented.

Standards:

- a. A prototype class was conducted.

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- b. The prototype class was evaluated.
  - (1) A list of course participants and organizational designation was forwarded to the Office of Personnel and Training.
  - (2) Copies of trainee critiques were forwarded to the Office of Personnel and Training.
  - (3) The sponsoring service(s) provided a representative for the class.
- c. The class population was representative of the anticipated future training audience.
- d. Changes required as a result of the prototype class are reflected in the final Training Plan.

6. Element: Instructor Qualification

Goal: Instructors are qualified as stipulated in appropriate agency directives.

Standards:

- a. An instructor qualification requirement exists.
- b. The instructor(s) have completed a basic instructor training course or equivalent, and the FAA Management Training School Basic Supervisory Course.
- c. Academy instructors have completed the advanced instructor training course within 12 months of completing the basic course and the Management Training School. (See Order 3330.29.)
- d. Academy instructors assigned to course development and testing duties have completed courses 10512 (Curriculum Development) and 10513 (Testing), as appropriate.
- e. The instructional efficiency of the instructors has been assessed and recorded within the past 12 months, and any required remedial action has been accomplished.
- f. Academy instructors were provided refresher training as prescribed by Order 3330.29.

7. Element: Classroom Environment

Goal: The classroom is properly equipped as identified in the training plan and provides an atmosphere conducive to learning.

Standards:

- a. Classrooms are available to conduct all required training.
- b. Classroom space, as a minimum, provides 30 square feet per trainee.
- c. Training rooms, as a minimum, are equipped with chalkboards, trainee desks/tables and chairs, instructor podium, electrical outlets for audiovisual equipment, and any other equipment identified in the training plan for the course.
- d. Classrooms are adequately lighted and ventilated.
- e. Audiovisual equipment is available to the extent needed to support all required training.

8. Element: Training Aids

Goal: All Class I training aids are approved and properly used in support of training.

Standards:

- a. Office of Personnel and Training approval is obtained prior to procurement of all Class I training aids. (See Chapter 7 of this Order.)
- b. Class I training aids used in this course are modified and maintained to the same standards as are applicable to similar operational field equipment.
- c. Class I training aids are justified by the approved training outcomes and supporting methodology.
- d. Training aids are used as indicated in the training plan.

9. Element: Testing

Goal: All tests are measures of trainee achievement/performance and are necessary for accomplishing the course outcomes.

Standards:

- a. All test questions are a measure of the approved course outcomes or instructional objectives and trainee performance.
- b. Tests are used to measure trainee accomplishment and to provide timely feedback to the instructor and the trainee.
- c. Data exists that indicates the test questions are objective.

- d. Data exists that indicates the tests are valid and reliable.
- e. Tests cannot be compromised.
- f. Tests are used by instructors as a measure of course effectiveness.
- g. Tests contain specific guidelines for student and instructor.

10. Element: Prerequisites

Goal: Approved prerequisites exist where required and are used.

Standards:

- a. The course has approved prerequisites, if required.
- b. All trainees meet the prerequisites or have an approved waiver on file.
- c. Failure rates for trainees with waived prerequisites do not exceed the norm for trainees with the regular prerequisites.
- d. The prerequisites provide a meaningful identification of previously required knowledges and/or skills.

11. Element: Training Outcomes

Goal: The statements of outcomes clearly denote the desired terminal behavior of the course graduate.

Standards:

- a. The course outcomes indicate required trainee performance in terms of knowledges, skills, attitudes, levels of achievement, and the conditions under which training will be performed.
- b. The outcomes provide the trainee with a vehicle for measuring his progress.
- c. Instructional objectives are essential to the accomplishment of the course outcomes.
- d. Training outcomes and instructional objectives are discussed with the trainees at the beginning of the course and the beginning of each instructional session.
- e. Each trainee is provided with a copy of the training outcomes at the course beginning.
- f. The training outcomes were determined by eliminating prerequisite capabilities from the total skills, knowledges, and attitudes required to perform the job.

12. Element: Training Methodology

Goal: The training methodology is consistent with that recommended in the training plan and is used with competence.

Standards:

- a. The training methodology is as prescribed by the training plan.
- b. The training methodology being used is the best way to accomplish the training outcomes.
- c. The instructor(s) is completely familiar with the methodology and uses it effectively.
- d. The trainees react favorably to the methodology.
- e. The methodology provides for trainee involvement, participation, etc.
- f. Training aids, devices, and simulators required to support the methodology are available and used as required.

13. Element: Appropriateness of Course Content.

Goal: The course content is essential to the accomplishment of the training outcomes.

Standards:

- a. The course material is directly related to the course/lesson outcomes.
- b. Duplication and overlapping of course content with other courses are avoided.
- c. Course content is based on "need to know" rather than "nice to know."

14. Element: Training Evaluation

Goal: An evaluation program exists for determining the effectiveness of the training process and the training product.

Standards:

- a. Approved training evaluation plans are being followed and results documented.
- b. Class evaluations are analyzed and corrective action determined and initiated.



- c. An approved procedure is being used for obtaining post training data from trainees and their immediate supervisors concerning achievement of training outcomes.
- d. The training organization has a formal method of evaluation designed to improve its training programs.
- e. Evaluation reports, with a record of the recommendations made and the subsequent actions taken, are maintained and are available for review.

15. Element: Measuring Achievement of Training Outcomes

Goal: A system exists to measure achievement of training outcomes and is based on specific feedback from trainees and supervisors.

Standards:

- a. Provision is made for trainee and supervisory feedback.
- b. Criterion tests are available and are used to measure achievement of instructional objectives.
- c. Criterion tests and other performance measures have been validated.
- d. Feedback from trainees is used by instructors in determining progress toward achievement of the training outcomes.
- e. Trainee feedback is specific enough for instructors to determine when training outcomes have been achieved.
- f. A system is being used to measure achievement of training outcomes.

16. Element: Course Efficiency

Goal: The course conduct reflects optimum use of the instructor's and trainee's classtime, course materials, training aids, agency resources, etc.

Standards:

- a. Classes begin and end on time and break privileges are not abused.
- b. Training aids, charts, and demonstration and laboratory sessions are set up and ready prior to class starting time and are disassembled after the class is over.
- c. The lesson plan is followed and the instructional objectives are achieved by 80% of the trainees in the allotted time.

- d. Criterion tests confirm the trainee's grasp of the subject matter presented.
- e. When applicable, the instructor's use of the responder confirms the trainee's grasp of the subject matter presented.
- f. Handout materials are pertinent and timely to the instructional objectives, and they are accurate and well-prepared.
- g. Classroom discipline and trainee/instructor decorum are conducive to maximum utilization of allocated classtime.
- h. All of the time allocated in the course is required for the achievement of the training outcomes.
- i. The number of trainees in the class is within the parameters stated in the training plan and no change is recommended.
- j. The number of instructors used is essential to the accomplishment of the training.
- k. The equipment used is essential to the accomplishment of the training.
- l. When trainees have achieved all of the training outcomes, no further instruction is provided.
- m. Instructor preparation time is documented and available for review.